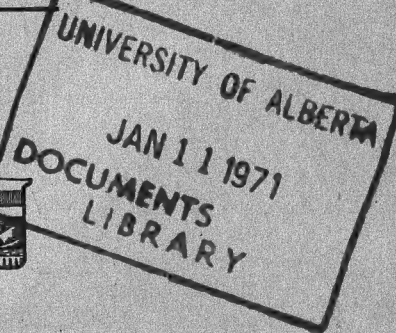
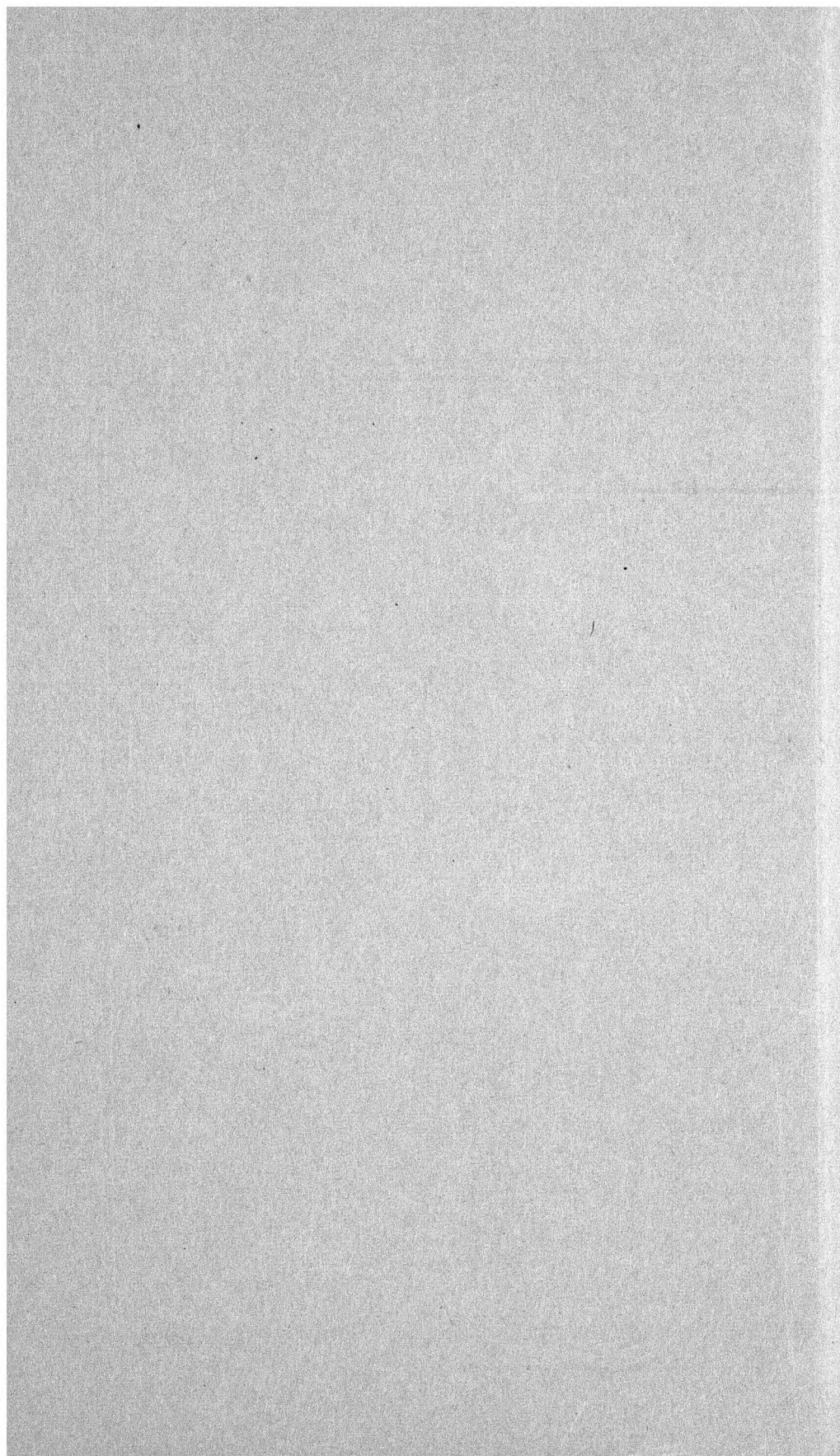


THIRTY-SEVENTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1942

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
PRINTED BY A. SHNITKA, KING'S PRINTER
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Edmonton, December 31st, 1942.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1942.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

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REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART,
Premier and Minister of Education,
Government Building, Edmonton.

SIR:

I have the honour to submit herewith the thirty-seventh annual report of the Department of Education. Statements have been submitted by all Branches of the Department. It is hoped that these may be of general public interest.

TEACHER SHORTAGE

The most serious problem which faced the Department during 1942 was the acute shortage of teachers. In spite of accelerated courses in the Normal Schools and the University Faculty of Education, approximately 40 schools were unable to secure teachers for the Fall term. This, after more than 200 trainees from the Normal Schools had been detailed for service in the schools as a part of their training. After serving for approximately four months, these young people will return to the Normal Schools for the completion of their training. Their places will be taken by a similar group who will complete the Spring term as a part of their training. In the main, these "trainees" secured the confidence of children, parents, local trustees and superintendents alike and were very satisfactory in their work. Unfortunately, the prospect for next year is even less promising, and it appears probable that the services of "trainees" will again be required.

A TEACHERS' STRIKE

During the spring and early summer an atmosphere of tension developed between teachers and boards of trustees over matters of salary. In three Divisions, viz., Foothills, Vegreville and Edson, disputes were referred to Boards of Arbitration. In the Vegreville dispute the Board could not agree as to the award, and as a result two reports were submitted, the majority suggesting a higher salary scale. The trustees refused to implement the majority award and the teachers went out on strike. Sixty-two classrooms were closed for approximately five weeks. Negotiations were carried on continuously during this period with the Department acting as intermediary. Finally, it was agreed that the minority award should be the basic schedule to which should be added a cost of living bonus of 7½%. In the Foothills and Edson Divisions, disputes were settled amicably along the lines of the awards. Once again it was demonstrated that the better way in all disputes is to carry on conversations, prolonged if need be, until a formula which can be accepted by both sides can be found.

ON ACTIVE SERVICE

A large proportion of the teacher shortage is due to enlistments, participation in war industry and marriage. The Department has contributed its share to the fighting forces. The following have left

the offices in Edmonton: Ellen M. Price, Jack Dodds, Garfield Jewers, Delmar McCausland, Donald Dredge, and D. P. Faulks. One of these, Jack Dodds, a very promising member of the staff of the Grants Branch, was killed near Edmonton in a solo flight during his training; and another, Delmar McCausland, was killed while on an operational flight with the R.C.A.F. overseas.

The following senior members of our staff are on Active Service:

Major H. E. Balfour	High School Inspector
Capt. L. B. Yule	Superintendent of Schools
Flt. Lt. J. P. White	Superintendent of Schools
Flt. Lt. J. L. Gibault	Superintendent of Schools
F.O. R. E. Rees	Superintendent of Schools
F.O. J. F. Swan	Superintendent of Schools
Capt. W. E. Frame	Inspector of High Schools
Lieut. R. J. Scott	Superintendent of Schools
P.O. E. G. McDonald	Superintendent of Schools
P.O. I. A. Goresky	Superintendent of Schools
P.O. A. W. Reeves	Normal School Instructor
Capt. A. L. Doucette	Normal School Instructor
F.O. J. C. Jonason	Normal School Instructor
Capt. G. M. Dunlop	Normal School Instructor
J. B. Kirkpatrick	Normal School Instructor
T. G. Finn	Normal School Instructor
Sgt. D. R. Cameron	School Book Branch
LAC J. W. Chalmers	Correspondence School Branch
Major C. A. Choate	Institute of Technology and Art
Lieut. F. G. Young	Institute of Technology and Art
Sqdn. Ldr. A. A. Peebles	Institute of Technology and Art
Lieut. Com. E. W. Wood	Institute of Technology and Art
AC. D. C. Jones	Institute of Technology and Art

The Department is very proud of its representatives in His Majesty's Forces.

DEATH OF THE CHIEF INSPECTOR

Early in August Ernest Lorne Fuller, Chief Inspector of Schools, was compelled by illness to give up his work. He passed away four months later after having directed the activities of the inspection staff for a little more than seven years. Mr. Fuller was born in London, Ontario, and received his education in the London Collegiate, London Model School, Ontario Normal College and at Queen's and Toronto Universities. After teaching some years in Ontario and Saskatchewan, he joined the staff of Victoria High School, Edmonton, in 1910. Ten years later he became an inspector of elementary schools, in 1927 an inspector of high schools, and later Chief Inspector.

Not only was Mr. Fuller a prominent and sound educationist, but he was a man of sympathy, kindly disposition and great devotion to duty. No one associated with him in any capacity could escape the feeling that he was working with a man of lofty ideals and sterling character. He was an able administrator, a faithful and honourable public servant, and a gallant gentleman.

THE C.N.E.A.

The annual meeting of the Canada-Newfoundland Education Association was held in Victoria in September. At this meeting it was decided unanimously to proceed with the organization of a national Secretariat of Education at Ottawa. The Government of Alberta agreed to contribute its share of the funds required. Plans

are nearing completion, and it is hoped that the new Director may be installed before next midsummer. It is expected that the Secretariat may constitute the National headquarters, not only of the C.N.E.A., but of such organizations as the Canadian Association for Adult Education, the Canadian Teachers' Federation, the National Federation of Home and School and the like. One of the motives underlying the movement for the establishment of the Secretariat is the belief that it may become a great agency for the promotion of understanding and unity.

THE DOMINION-PROVINCIAL YOUTH TRAINING PROGRAMME

The major activities of this programme have been associated with the war emergency training which took the form of trade courses for young men enlisted in both army and the air force, the training of clerks for both services, training of women for war industry and the rehabilitation of discharged men. It was found necessary to discontinue the home service schools during the summer, due to our inability to secure "trainees". This activity had rendered great service in equipping young women as home assistants.

Projects for rural young people, for the development of sound habits of health and recreation were continued, as well as industrial classes for men who had been found unfit for military service. To assist in building up a supply of doctors, dentists, technical personnel and teachers, the Province joined with the Dominion in the provision of grants-in-aid for students. Approximately 202 students participated in these grants. Very careful selection was made with the result that there were almost no failures on the term tests amongst those to whom money grants had been made.

STATISTICS

(a) There were in attendance at school during the year 1941-42, 161,569 pupils, which represents a falling off of slightly less than 2,000 from the total of the year before. This is explained almost entirely by lessened registrations in the senior years of the high schools. Enlistments and opportunities for gainful employment explain this falling off.

(b) During the year 99.6% of the schools in operation were in session over 160 days, despite the fact that the schools were closed during the month of September due to an epidemic of poliomyelitis throughout the Province.

(c) The average monthly percentage of attendance rose to 91.62, the highest in the history of the Province.

(d) The average number of days attended by pupils was 170.12 in spite of the fact that the schools were closed one month on account of the epidemic. The actual time lost by pupils on the average is 5.47% of the total attendance possible. This represents a considerable improvement over past years.

(e) The average cost per pupil for each day in attendance in school divisions was .381; in graded schools, .452; in city schools, .535, and in consolidated schools, .492. The average cost per pupil for each day in attendance in all schools was .416.

(f) The actual cost of operation of all schools was \$10,404,404. This is roughly \$100,000 more than last year.

(g) The average salary per year paid in divisions was \$911.65. The average salary per year paid in all schools was \$1,102.32. The average salary per year paid in urban schools was \$1,486.54.

VOCATIONAL AGRICULTURE

Attention was given by the Department this year to the matter of establishing courses in Vocational Agriculture. During the latter part of May, the Supervisor of Schools and two of the Superintendents visited a number of schools in Montana where a course of this kind is offered, and reported to a special committee, consisting of representatives of the Departments of Education and Agriculture and of the Faculty of Agriculture of the University of Alberta. Because of the difficulty of securing properly qualified teachers, it has not been possible to extend the programme in Vocational Agriculture that was begun at Brooks a year ago. The Faculty of Education, however, is making arrangements to train a number of special teachers of Agriculture.

GRANTS

Much has been said in recent years as to the responsibility of the Government for providing a larger share of the money required to operate the schools. It may be of interest to recall what has happened during the last ten years in the matter of grants. Alberta was the first Canadian Province to institute equalization grants. An amendment to The School Grants Act provided for the payment of a special grant distributed in inverse ratio to the assessed valuation of the district. Districts with an assessed valuation of less than \$75,000 but more than \$70,000 receive an additional grant of twenty cents per teaching day. As the valuation declines the grant is increased until a maximum of \$2.80 per day is reached. When the Divisions were set up this grant was continued. It was soon found that this was insufficient, and a further sum of \$300,000 was provided by the Legislature to be used as a means of securing equalization as between Divisions. In all, annual grants have been increased approximately three-quarters of a million dollars during the period under review.

THE SCHOOLS AND FARM ASSISTANCE

Last fall in response to representations from the farming interests the Department agreed that students urgently needed for work in the harvest fields might be excused from school for a period of four weeks, to be taken at such times as would meet the requirements of the farms in different parts of the Province. It was understood that in the intervening weeks, should there be unfavourable weather or other reasons why farm operations could not be proceeded with, the students should return to school and keep in touch with the work being carried on by their classes. It is now reported that this plan did not work well for two reasons; first, the weather was abnormally bad, causing delay both in cutting and threshing, and second, the students would not return to their classes but extended the holiday period until the heavy snow put a stop to all activities on the farm. A request has been received from the Department of Agriculture and representatives of the farm organizations that the school year be radically changed, in so far as opening and closing dates are concerned. It is suggested that

the examinations be held as usual for the current year, but that the schools remain closed this fall until October 15th, that the school year be extended to July 31st in order that boys and girls of the intermediate and high school grades might be free to assist with the harvest. To make the service more valuable, it is suggested that we approach the Dominion authorities to have the Youth Training project expanded to include courses of four or five weeks during July and the first week in August. It is pointed out that a great deal could be done in familiarizing young people with machines, the care of horses and activities on the farm if they could receive intensive instruction with the actual equipment available. A special committee has all these matters under consideration. Recommendations will be made to the Government early in the new year.

THE UNIVERSITY SURVEY

Early in the year the Committee appointed to "survey" the organization and management of the University submitted its report with a draft of a new University Act. This received the approval of the Legislature and of the people of the Province generally. Following the action of the Legislature in passing the new University Act, a new Board of Governors took office on June 1st. The new Board has been busy implementing the recommendations of the Survey Committee, both as regards reorganization of the courses, strengthening the staff and making such new allotments of the available space as will ensure the work to be done being carried on more efficiently. Dr. Newton was named as President of the University, and during the year has given a vigorous and forward-looking administration. The Survey Committee is now engaged on a consideration of plans for handling the expected influx of students as soon as demobilization begins.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
OF EDUCATION

(M. M. O'BRIEN)

During 1942 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools in which these handicapped children were sent was seven, these being the Mackay Institute at Montreal, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Ontario School for the Blind at Brantford, the Nazareth Institute for the Blind at Montreal, the School for the Deaf at Saskatoon, and the School for the Deaf and Blind at Vancouver. The total number of deaf children taken care of was 78, and the total number of blind children taken care of was 21.

During the June term there were 54 deaf pupils in attendance at the Mackay Institute. Three students did not return in September, but three new pupils commenced, so that at the end of December, 1942, there were 54 pupils in attendance. There were two deaf girls in attendance at the School for Deaf Girls in Montreal during the June term and one new pupil commenced in the fall, so that there were three pupils there at the end of the year. There were two deaf boys at the School for Deaf Boys in Montreal during the June term and one new pupil commenced in the fall, so that there were three there at the end of the year. At the School for the Deaf in Saskatoon, there were five pupils at the end of the June term. One of these did not return and four new pupils commenced in the Fall, so that there were eight pupils there at the end of the year. At the School for the Deaf and Blind at Vancouver there were six pupils during the June term, and then one of the student's parents moved to British Columbia, so that there were five pupils in attendance from Alberta at the end of the year. As of December 31, 1942, there were 73 Alberta deaf pupils in attendance at schools for the deaf.

There were 20 blind children taken care of at the Ontario School for the Blind at Brantford during 1942. Twenty attended during the June term, and four of these did not return for the fall term. Three of the boys obtained employment and one girl completed her course, leaving 16 pupils in attendance as of December 31, 1942. There was one pupil in attendance at the Nazareth Institute for the Blind in Montreal during the June term and she returned in the Fall.

The amount expended on behalf of the deaf and blind pupils for the fiscal year ended March 31, 1942, was \$45,786.04.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31, 1942. The amount was equally divided between the two Alberta boards, the Northern Alberta Board with headquarters in Edmonton and the Southern Alberta Board with headquarters in Calgary. The southern area is served by a Board of Directors of 26 members residing in the City of Calgary, and the northern area by a Board

of Directors of 12 members residing in the City of Edmonton. These board members give their services free. In addition to the boards, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1941-42 was \$20,850.02. In addition to the grant made by the Legislature it was necessary, therefore, for the two boards to obtain additional funds. These funds were raised through participation in the Community Chest Campaign, and donations from private sources and urban and rural areas situated outside the larger cities.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary with 16 pupils and one in Edmonton with 13 pupils. Classes for sub-normal pupils were also conducted in Calgary, Edmonton and Medicine Hat. The Calgary Public School Board had six rooms in operation with 107 pupils enrolled, the Calgary Separate School Board had one room in operation with 13 pupils enrolled, the Edmonton Public School Board had six rooms in operation with 78 pupils enrolled, and the Medicine Hat School Board had one room in operation with 18 pupils enrolled. These rooms received grants from the Government, through the Department of Education, based on 50% of the teacher's salary. For the six rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board the grant paid was \$7,479.20. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$666.68. The six rooms for sub-normal pupils and one sight-saving class in Edmonton received a grant of \$6,176.32, and the one sub-normal room in Medicine Hat received a grant of \$718.33.

OFFICIAL AUDITORS

As official auditors are now permanently appointed, renewals of appointments were not necessary in 1942. Some 35 new auditors were appointed, however, in 1942. Two claims were submitted to the Bond Company and settlement made for a total amount of \$194.04.

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

A.—REVISION OF THE SCHOOL CURRICULA

Under the conditions of war emergency, it has been found inexpedient and infeasible to make any important or substantial changes in the school curricula. The time is opportune, however, to work out plans for such changes. A year ago the Department distributed to teachers, parents, Inspectors and Superintendents of Schools, and all others interested in these problems of secondary education, a *Bulletin on the Revision of the High-School Programme*,

outlining a Project for Study Groups, suggesting problems for study, and inviting co-operation for the purpose of setting up study groups throughout the Province.

Interim reports have now been received from many of these study groups, and a digest of the report follows:

Digest of Reports on "Problems for Study"

I.—Fundamental Objectives.

All reports agree that the subsistence of a democratic social order depends to a very large extent on its system and programme of education. Some point out that other agencies besides the school are more or less responsible; others maintain that the schools are 100% responsible and that the system of education conditions the very existence of democracy.

There is substantial agreement also that the traditional system and programme of education is inadequate for the training of citizens in a democratic society; and that changes in education "must go hand in hand with changes in our conception of democracy."

The concept of democracy most favoured as the basis of a high-school programme is "equal opportunity for all." One group favoured "the principle of individual rights, differences and obligations." Two others subscribed to the six articles of democratic faith set out by Dr. G. S. Counts in the following terms:

- (i) The individual being is of surpassing worth.
- (ii) The earth and human culture belong to all men.
- (iii) Men can and should rule themselves.
- (iv) The human mind can be trusted and should be set free.
- (v) The method of peace is superior to that of war.
- (vi) Race, cultural and political minorities should be respected.

Scholarship, discipline, personality and character, and social responsibility are accepted by all of the reporting groups as valid and compatible objectives of the high-school programme. Some groups rate them as equally important; some say that it is impossible to rate them, for they are all related; but the majority ranks the objectives in the following order: (i) social responsibility; (ii) character and personality; and (iii) scholarship and discipline. A few point out that the concept of social responsibility involves enlightenment and understanding with respect to social, national and international problems, and the ability to think intelligently and objectively about these problems.

It was generally agreed that *training for citizenship in a democracy*, or in other words, *training for social responsibility*, is one of the three most important objectives, if not the most important objective, of the high-school programme. Other objectives ranked as highly important are training for health, training for home-membership and home-making, and training for an effective and wholesome personality. Implied in these objectives is training for vocational life, and for leisure activities.

All reports say that the school is properly concerned with the life of its community. Some would make the school the centre of community life, with a curriculum flexible enough to be related to the special needs of the community by means of school projects.

Speaking of the school as a community centre, some of the reports recommend that the buildings, equipment and grounds be made available to adults for education and recreation; that in rural and suburban districts, loan or van libraries replace the small permanent libraries now in use for school or community; that diet cards and health charts be supplied to the children in all schools; that the health and nutrition of all school children be checked up by school doctors and nurses; and that medical and dental inspection be carried on throughout the high school, with special care in the examination for tuberculosis. One report very properly points out that at the present time few schools are staffed to do very much outside of the classrooms.

Home and School Associations, in the findings of the reports, "afford opportunity for co-operation between two great agencies concerned with the development of the child." They also "help to educate the public in general" regarding the work of the schools, and serve to some extent as "publicity agents" for the schools. One report finds that the work of Home and School Associations is "one phase of adult education," having the following objectives: (i) welfare of the child; (ii) improved environment; (iii) better parenthood; (iv) knowledge about education and appreciation of new trends in education; and (v) co-operation of parents and teachers for the benefit of the children.

A few of the reports touched on the problems of post-war reconstruction. Two of these may be quoted:

"An extended programme that would retain all of the 14-18 age-group in the schools would help materially in relieving the competition for jobs after the war. Such a programme would require state aid for students unable themselves to finance additional education. Many institutions now devoted to training for war purposes might be made available for this extended school programme."

"The schools must start *now* to impress young folks with the need for world citizenship and its responsibilities. This training in preparation for postwar reconstruction should include the principles of Christian democracy, and show the need for social responsibility, for good physical and mental health, and for a balanced all-round development and strong character, in order that each individual may be fitted to take his place in a world society. . . . Education should be related to work experience, and provide exploratory work to enable students to make better vocational choices."

II.—Basic Principles.

It is agreed in a general way that the high school must provide education for all adolescent pupils, whether their mental ability is high, average or low. Some reports say quite frankly that if a choice must be made between the interests of superior, inferior and average pupils, the average group should have priority; and since democracy as a form of government depends on the social under-

standing of that 66% of our population of average and near-average intelligence, there is much to commend this view. A few reports say that "our leaders" come from the superior group, and that our able students should not therefore be hampered or lost sight of. One or two reports suggest that "quick students" should be segregated and given a special training for leadership, and that no students of that calibre should be deprived of educational opportunities through lack of funds. The majority of the reports, however, do not discriminate between the role and training of "leaders" in a democratic society and in an authoritarian or fascist society. The recommendation that bright students should be supported by scholarships and bursaries, for example, may cloak the unavowed assumptions that our democracy cannot afford to educate all the children of all the people; that education can be provided only on a scarcity basis, and that the education of an intellectual elite is a better investment for society than free education for all.

The reports are unanimous in declaring against the present policy of assigning Guidance to the role of an "elective subject," or even of a "subject" at all. Every pupil, they find, needs "educational, personal and vocational guidance" as a helpful administrative service aiming to facilitate and maximize his growth and development; not merely as a body of instructional material that he may elect for credit. It follows that the practice of teaching Guidance as a subject should be replaced with a guidance programme in all intermediate schools and high schools throughout the Province, and that all these schools should be urged—even required—to organize such a programme without delay. The reports suggest that a guidance programme cannot be effective unless the staff and administration of the school is specially organized for guidance work.

Practically all of the reports favor the present classification of high-school subjects, as *compulsory* and *elective*. One or two suggest that Functional Arithmetic, or one mathematical subject and one science, be added to the compulsory list, which should include Functional English, Social Studies and Health and Physical Education. Functional English should include Speech Training.

Opinion seems about equally divided on the general question of "double credits." Nevertheless, a substantial majority of the reports favours more instruction time and credits for Social Studies. Some say that 30% of the classroom time should be given to Social Studies, and some would give even more.

Those who oppose double credits fear the results of an "unbalanced" programme, and the possible effect on students seeking Matriculation. Those who favour "double credits" would apply the principle to all subjects, on the ground that, "if it is desirable to cater to deficiencies, it seems equally important to afford opportunities for the fuller development of special abilities, as one way of meeting the needs of people in a changing world."

Very few reports recommend that pupils be permitted to choose their electives without any restrictions. The following excerpt from one of the reports sums up the findings on this matter:

"Guidance should function efficiently at this point. Choice should be made only after due consideration of abilities, attitudes, and interests of the student by teacher and parent in consultation with the student. Perhaps it would be advisable, particularly in Grade X, to have a probationary

period of some two or three months in each of the elective courses, at the end of which time the final choice of the student to be determined by the adaptability and aptitude shown during this probationary period."

Regarding "disciplinary values," the reports suggest (i) that "only activities which are meaningful and significant to the pupil possess any disciplinary value"; and (ii) that the disciplinary value does not accrue from the subject itself but from the learning procedures, the functional application of the learnings and the evaluation of results. Discipline is a function of moral purposes and attitudes, and of intellectual procedures and techniques. The scientific attitude is one that is most fruitful in disciplinary values.

It is agreed that the high-school programme must be very definitely related to realities of present-day life and living, and most urgently so in this period of preparation for postwar reconstruction. "Thoroughness, co-operation and a sense of social responsibility must be the core of this training." The adolescent becomes interested in the activities of the world around him when he can do something about such activities, and participate in the planning, discussing, effectuating and evaluating.

A majority of the reports favor the general principle of increasing the amount of time to be devoted to Social Studies, in order that our oncoming citizens may better understand the complex mechanism of present-day society, and appreciate more fully the responsibilities of a "Christian democracy."

These reports do not, however, offer any detailed suggestions for this proposal. Others point out the difficulty of competition with other subjects for school time, and of satisfying the orthodox requirements for Matriculation. This problem has obvious points of contact with the problem of "integration" and of an "experience curriculum."

There is a general tendency in the reports to deprecate the necessity for competitive ratings of students' achievements; but they point out that every evaluating procedure involves some form of competitive rating, whether by letter or percentages. On report cards, the following excerpt represents the general finding:

"The issuing of report cards should be continued because, from the point of view of the time consumed, they are an efficient method of giving information to parents; and because considerable educating of parents and many teachers will be necessary before the method of interviews will be acceptable."

There is no doubt in the minds of the reporting groups but that spoken and written English must be taught by means both of specific subject training and of classroom activities of every kind. The same finding applies to orderly and disciplined habits of thinking and study. It is also the finding of the groups that character training "should be coincidental with the general work of the school in all of its departments."

III.—Technical Procedures.

The reports all favour a four-year high-school programme. Some add the qualification that, if possible, the programme should be so arranged that the brilliant student could complete it in three years, provided it were advisable for him to do so. One report reads:

"Three years for those who can do it, if health and general development permit; four years for the majority, to give a rounded development and broader education." Another recommends that "for Matriculation and Normal Entrance the programme should be organized on a four-year basis."

For rural schools, a programme different from that for urban schools is recommended. The reporting groups want the same core curriculum for all high schools, with the provision for amplifying and enriching this core and with plenty of flexibility in the offering of electives, in order that the programme may be adapted to local needs and conditions; but they have apparently not sensed the administrative difficulty involved in this problem, and the relation of this difficulty to the length of the programme. A programme that is formally the same for both urban and rural schools invites and encourages the latter to carry an instructional load too great for their facilities and beyond the competences of their teaching staffs; and with the consequence that some of the pupils in these schools are favoured to the neglect of others.

The reports all support a minimum standard of Grade IX achievement for admission to the high school. They say that both achievement and attendance must be taken into account, but suggest that achievement be measured in terms of growth, rather than in terms only of factual knowledge. The finding is against an unrestricted choice of electives. Guidance should be an important determining factor, and personal consultations between teachers and parents. A few reports express the opinion that school boards should also have a choice in this matter.

Practically no reports favour the abolishing of the Departmental examinations of Grade IX and Grade XII. Says one report: "We do not favour abandoning the Departmental examinations, but we feel that they should be evaluative rather than factual in character. Factual tests tend to encourage factual teaching. Teachers should, however, be prepared to assume the responsibility of recommending students, and not seek shelter behind examination tests." Another report suggests that in time the Department might consider the advisability of replacing them with diagnostic and standardized achievement tests. One group, which had made a special study on the "experience curriculum," quite properly pointed out that any change in the direction of an "experience curriculum" would require a corresponding change in examination and testing procedures.

The idea of "accrediting" certain schools, by granting them the right to promote pupils without the use of Departmental examinations, did not win much favour. One report remarked that "we are not yet ready for accrediting"; another says that it would be necessary to accredit teachers as well as schools; and another finds that accrediting would result only in a change from "external" examinations to "internal" examinations or other tests of achievement.

The reports all favour curriculum experimentation in principle, but do not consider it feasible except in non-examination subjects. Experimentation, local autonomy and accrediting are different aspects of the same question. As long as examination subjects make up the greater part of the high-school programme, there will not be much opportunity for experimentation, unless the examinations

become general tests of achievement instead of specific tests on definitely prescribed theory or factual content.

Whether or not there is undue "domination" and "rigidity" in the academic subjects of the high-school programme is a matter of divided opinion. In any event, it appears that the problem is being solved progressively by the education of the parents. "The University, the general public and teachers should be made acquainted with the idea that for many students training in non-academic subjects has greater educational value than can otherwise be obtained, and that this training should be given greater recognition." It is conceded that students entering the University must either have mastered the basic subject-matter requirements of the courses they propose to take, or spend extra time at the University. Students cannot, for example, undertake the courses in Engineering at the University without a sound foundation of mathematics. Moreover, students cannot reason effectively without some basic knowledge of fact—without "knowing what they are talking about." They must be able to challenge a premise based on falsehood." It is agreed that our high schools could do much more than they are doing to improve the reading skills of the pupils at all levels. "Remedial English" should include "Remedial Reading," and "Educational Guidance" should make provision for needed remedial training of every type.

No report recommended or even suggested that any hasty steps be taken towards an "experience curriculum." All that favoured the idea suggested only a cautiously experimental approach, possibly in some of the larger high schools; for rural schools would find much difficulty in adapting themselves to an experience curriculum. One of the reports offers the following comment: "An attempt to move in the direction of an 'experience curriculum' for our high schools should be made only if and when the 'climate of opinion' in respect of education can be so changed that people are willing to pay very greatly increased educational costs. The benefits derivable from the 'experience curriculum' (and from any intervening stages) are obtained and obtainable only when the classes are small, the teachers specially trained and selected, and the schools properly organized. All attempts to graft a progressive individualized type of education on a system organized only for cheap 'mass production' methods are pre-ordained to failure."

*Report of the Provincial Curriculum Committee of the
Alberta Teachers' Association*

Sixty-three teachers, representing twenty-nine Curriculum Revision Study Groups throughout the Province, met in a three-day session in Calgary during the Easter Convention of 1942, under the chairmanship of Mr. T. C. Byrne, M.A., now Superintendent of the Foremost Division. The findings of this body were based on much careful study, and on a full discussion of many views, some of which were in sharp conflict. The following are in substance the final recommendations of the Committee:

1. Since it would be difficult to implement the Core Curriculum and the Experience Curriculum without giving teachers more time for study and experiment, it is recommended that for the imme-

diate present the pattern of the present curriculum be followed with the following modifications:

- (i) That in all subjects the content be made more flexible, and adaptable to local conditions; and that high-school teachers, individually or in groups, be given more freedom to plan for desirable variations in subject-matter.
 - (ii) That proposed variations from a high-school course outline be submitted to a body having the power to grant approval and authorization; and that such authorization carry with it the guarantee of rights equal to those of students taking the regular course.
 - (iii) That a member, or members, of the A.T.A. Curriculum Committee be appointed to any committee set up by the Department for approving and authorizing variations of the kind proposed above.
2. That the Department of Education be asked to establish one or more *experimental high schools*, these to be staffed, financed and controlled by the Department.
3. That the Department of Education set up a committee that will have the responsibility (i) of considering for approval the requests of teachers who desire to experiment in their classrooms with studies related to community problems; (ii) of assisting in the formulation and revision of plans for such experiments; and (iii) of arranging for the implementing of such plans in respect to high-school credits and inspection; and that a member or members of this committee be a member or members of the A.T.A. Curriculum Committee.
4. (i) That educational institutions in Alberta and throughout all the Dominion be asked to form committees for the purpose of investigating and organizing a system of secondary education on a plan similar to that of "*Village Colleges*."
- (ii) That these committees undertake to inform the public through every available medium regarding the value of such schools, and present a brief for them to the Canadian Teachers' Federation, the Progressive Education Association, the World Federation of Teachers' Associations and the Canada and Newfoundland Education Association.
- (iii) That these committees endeavour to inaugurate a plan whereby the Dominion Government may co-operate in the scheme for establishing such schools.
- (iv) That the Department of Education, in co-operation with other related Departments of the Alberta Government, establish a "college" or "colleges" of this kind; and that the Vermilion School of Agriculture or some other suitable site be used for this purpose.

A Proposed Programme for Village Colleges

The basis for a division of students for life preparation through our schools could be conducted through the Grade IX examinations as they are today. Results show that roughly 25% of the students can be classed as academic, and that the remaining 75% could get a well-rounded education through "*Village Colleges*." The 25% could attend academic schools, which would provide candidates for the Normal Schools or the University. In many cases it

might be desirable to make the academic school a part of the Village College, thus securing a rural Composite High School. In the Village Colleges there would be flexible courses designed to suit local needs, including: commercial, agricultural, industrial, home-management, health and social-service and cultural courses.

Commercial and Industrial Courses would be sufficiently intense to equip a student for business and industrial positions, such as those of typists; stenographers, bookkeepers, machine-operators, carpenters, sheet-metal workers, mechanics and electricians. These students would become "finished craftsmen," but they would be capable of working competently in their particular fields.

Home-management.—Courses could be given in practical cooking, sewing, interior decorating, budgeting, home-nursing, costume designing, household gardening, dietetics—courses such as would prepare girls for wholesome, efficient home life, or for appropriate vocations.

Agriculture.—The main course would be rural sciences which would teach the boys to farm profitably on a scientific basis. This would include farm management, diversification, business marketing, and farm problems—tariffs, freight-rates, implement prices, over-productions, pools, co-operatives, farmers' organizations and politics.

Cultural Experiences.—Units of school work not to prepare students for specialization, but merely to broaden their appreciation of cultural activities, enabling them to live a full life and enjoy their leisure. The units might include: literature, art, music, dramatics, social activities. All students would be required to take these units.

It is to be presumed that English, Mathematics and Science would be taught as tool subjects to the extent required in the various units or phases of the programme.

Organization.—There are approximately 10,000 young people in Alberta who could attend such rural colleges. About 30 colleges, located in suitable centres, would accommodate these students. A typical rural college might then have between 300 and 400 students, with a teaching staff of about 15. The staff would be housed on the school premises. Dormitories would be provided for students living at distances. In many cases existing school plants would be suitable for some of the requirements. Acreage about the college would serve for agriculture classes, shops, laboratories, auditorium, medical service room, library, kitchen, laundry, etc.

Considerable quantities of farm products would meet part of the students' expenses. Special home-economics groups could look after the marketing cooking, sewing, and other surplus products.

The local health clinics could be centered in these colleges. Special health guidance would be given to all students.

Village Colleges could well become centres for adult education. After 3:30 in the afternoons, and in the evenings, they could be used by the young people and adults of the community. Local groups could conveniently take special courses at any time. Special social activities could be organized for them in the evenings.

Since this organization touches the Provincial Departments of Education, Agriculture, Trade and Industry, and Health, grants from all these Departments might be expected.

Suggestions for Further Study

1.—*A Four-Year Programme.*

From the reports it is clear that we should go to work immediately on the preparation of a *four-year programme* for our high schools; and for the following reasons:

(i) The three-year programme is geared to the needs and capacities of the few; not of the many.

(ii) While reports agree that the needs of all three ability groups are of equal importance, it must be taken as axiomatic in a democratic society that the social attitudes and understanding of the middle group (the 66% of average or near-average mentality) are the greatest concern of our high schools. For in no other way can the "battle of consent"—as Harold Rugg names it—be won on the home front. The mass of our people must know and understand the complex mechanism of present-day society, or they will never be able to co-operate in keeping it under their control. They must be able to recognize the forces at work to see what is going on, and to have free access to all of the important and relevant information that they require.

(iii) There will probably be a rise in postwar high-school enrolment. What should the high schools offer to their students: a *general education* or a *vocational training*? There may be a tendency to shunt many of these young people into practical vocations, with the danger for democracy that they will leave school before they have learned enough about the nature of their society to help them vote intelligently. More "adult education" may be one answer to this problem; but until an adequate provision has been made for adult education, it would seem desirable to keep these students in high school for a longer time, even if we have to raise the school-leaving age.

Sir Charles Trevelyan, President of the British Board of Education in 1924 and 1929-31, in a recent article on the "Broad Highway in Education," remarks: "For the world has learned that there is in the Soviet Union a clear right to education, free, from the creche to the University. When the Germans invaded Russia, the school age had become 18 in the cities and was rising towards it in the collective forms. Something like half the private soldiers of the Red Army of 1939 had had secondary education, and there were ten times as many university students in the U.S.S.R. as in England. These standards will govern the expectations of our people who have children when the war is over.

"It isn't greater facilities for a few hundred thousand of our most promising children that will have to be provided. As I used to say when Minister of Education, we are ready now for something much better than an educational ladder for clever children—we need a broad highway for all children. That is to say, there is likely to be an irrepressible demand for the absolute right to free education from start to finish."

2.—*More Flexibility.*

The reports nearly all favour definite steps towards greater flexibility in the high-school programme. The following have been proposed:

(i) To keep the same "core curriculum" for urban and rural schools; but to give the latter more freedom to serve the needs of a particular local community. *New electives* might be sanctioned by an authorizing board of the Department, on which teachers would be well represented. *Variations* from courses of the regular programme might be approved in the same manner.

(ii) To grant the privilege of experimentation to select schools that can justify their requests. An authorizing board might give schools having highly expert staffs and appropriate facilities and equipment fairly wide powers in curriculum management and recommendation for credit.

(iii) To reconsider at an early date the problems of university matriculation.

(iv) To study carefully the possibilities of the so-called "Village Colleges." These might in some respects resemble "experimental schools," but they are by no means the same thing.

A very sad feature of some of the centralized rural high schools is their tendency to become city high schools set down in the country, out of all contact with the life and needs of the community. Not only can Mathematics and Latin be taught in a country high school with as much concern for local conditions as for those of Patagonia; but General Shop and Home Economics can be taught—and too often are—in the same way. It is this sort of thing which Village Colleges would definitely aim to correct.

3.—*Guidance.*

It is high time now to introduce a guidance programme and service in all high schools of the Province. It is also suggested that a standard form of report card should be prepared for use in high schools.

4.—*Mathematics and Science.*

The following problems are pressing for attention:

(i) What would be a desirable and feasible programme in Mathematics, and also in Science, that would avoid the forfeiture of credits by "C" students, put more emphasis on practical Arithmetic and on General Science (or Science for living), offer opportunities for a more "personalized" type of instruction, and articulate more closely with the work of the Intermediate School? In this connection, it is to be noted that while a four-year high-school programme will place more time at the disposal of teachers of Mathematics and Science, it will still be possible to waste much of that time if the attempt is made to have a majority of the students meet matriculation standards in these subjects. In other words, students lose rather than gain by spending four years to do what they could not accomplish in three years, if they are attempting the wrong thing in any case.

(ii) What is the true role of "laboratory work" in a modern course in Physics, Chemistry or Biology? Should it take the form of "experience activities," or should it be a demonstration of cut-and-dried theory?

(iii) What can our schools do to encourage the "scientific attitude" in the students' thinking about social questions?

(iv) Should we not now reconsider the question of replacing Physics and Chemistry with General Science?

5.—*English.*

The main problem in English appears to be that of adapting the course and the instruction to different levels of ability. Teachers are making a serious effort to work out the implications of the principle that "every teacher is a teacher of English." The administrative difficulties of the principle have led in some schools to specialized training in "Remedial English." The main question, apart from the difficulty of staff organization for the teaching of English, is whether the tool use of oral and written expression can be acquired in any other manner than through motivated practice in communication under remedial supervision. The formal treatment of theory that is found in textbooks must be adapted to the exigencies of practical use, and even to trial-and-error learning.

One important aspect of this matter is the use of school activities for remedial work: dramatics, debating, the literary society, the students' council, the school press and yearbook, open forums and panel discussions. Another is the extent to which it is helpful to have the students criticize radio programmes, public addresses, news commentaries and reports, newspaper editorials, and special column and magazine articles. Obviously every classroom should have a good dictionary, a library of current literature, and the necessary reference books. With respect to Literature, it is found that "C" students do not understand and appreciate the poetry and prose of the prescribed reading, especially that for Grades XI and XII. It is a question, therefore, whether the reading of prescribed poems and essays from the works of "standard authors" should be part of the compulsory course in English. Such reading could be made a second-year or third-year elective, similar to the "Survey of English Literature" and in sequence with it. On the other hand, there is need of a reading programme, compulsory throughout all the high-school grades, that will definitely improve the students' efficiency in "work-type" reading—in reading for use rather than in reading for enjoyment. For most students, the really important training is that which gives them the ability to read, understand and appraise their textbooks and reference books, new books of the day, and current articles in newspapers, magazines and periodicals: in other words, to read what people are reading today. What is required for compulsory English in each year is a course in language, and in reading for use.

6.—*Social Studies.*

Two suggestions have been made for Social Studies: first, that the material for Grades X and XI be reduced; and second, that in Social Studies 3 a unit be offered on post-war reconstruction. The reports show that many teachers would favour giving more time to Social Studies. Some think that the number of credits should be raised, and others that additional elective courses should be provided; as, for example, in Consumer Education.

7.—*Modern Languages.*

One group of language teachers urges that a course be provided in "General French" for students who lack the ability to meet the matriculation requirements in French. The course in General French would, accordingly, be analogous to those in General Science and General Mathematics. The question here is whether one can justify having two kinds of courses in French in the programme, and whether it would not be a sounder procedure to revise the courses in French in such a way that they can be adapted to different levels of ability. It has also been suggested that Spanish be added to the programme in modern languages. As closer relations are established between Canada and the Latin-American countries, it would seem that Spanish will have no less importance for Canadians than even French.

Vocational Agriculture

The result of the experiment in offering instruction in Vocational Agriculture at Brooks, under an arrangement between the Brooks School Board and the E.I.D. Divisional Board, made it advisable for the Department of Education to consider the possibility of extending this type of service to other centres of the Province. In the State of Montana many high schools serving rural areas give courses in Vocational Agriculture under the provisions of the Smith-Hughes Act (1917) and the George-Deen Act (1937). To get first-hand information about these courses, the Supervisor of Schools, accompanied by Inspectors R. V. McCullough and H. A. MacGregor, visited from May 27 to June 2 high schools at the following centres in Montana: Browning, Kalispell and Missoula. They not only interviewed the teachers of Agriculture and inspected the farm-shop equipment, but also went out to the boys' home farms and saw their projects. Similar projects were seen also at Polson, Ronan and Conrad.

The visitors were very favourably impressed by the programme of Vocational Agriculture in Montana. The success of this programme may be assigned to the following causes:

(i) Adequate support from the Smith-Hughes subsidies under the Federal and State Boards of Vocational Education.

(ii) Well-trained specialists in the teaching of Agriculture. The teachers are farm-bred, have had several years of practical farm experience, hold the degree of Bachelor of Science in Agriculture, and have taken a teacher-training course in the Montana State College. They earn the respect of farmers by their practical skill and their ability to apply scientific training to the solution of farm problems.

(iii) The employment of the teachers for twelve months in the year. During both the school term and the summer months they supervise students' projects at the home farms.

(iv) Contact with the farmers of the community, and attention to their needs and problems. The teachers meet the farmers on a footing of equality.

(v) Location of the Smith-Hughes classes in districts that are suitable for diversified agriculture, and are therefore prosperous enough to produce a considerable number of boys who are satisfied with the rewards that agriculture offers.

(vi) Restricting the enrollments in Vocational Agriculture to boys who are farm-bred, and who have facilities for carrying on a farm project or some form of supervised farm practice.

(vii) Making Farm Shop a very substantial part of the course. The teachers of Farm Shop must have the same qualifications as the teachers of Vocational Agriculture.

(viii) Close co-operation between the classes in Vocational Agriculture and local chapters of the Future Farmers of America as well as the 4-H Clubs. The F.F.A. is designed to supplement training opportunities for boys who are advancing toward the goal of establishment in a farming business. The 4-H Clubs promote rural community welfare and a high standard of farm citizenship.

On July 6, the Supervisor of Schools and Inspectors McCullough and MacGregor presented their report on Vocational Agriculture to a committee that met in the Committee Room of the Legislative Chambers, consisting of Dr. G. Fred McNally, Deputy Minister of Education; Mr. O. S. Longman, Deputy Minister of Agriculture; Dr. Robert Newton, President of the University of Alberta; Dr. Robert Sinclair, Dean of the Faculty of Agriculture of the University of Alberta; Mr. R. M. Putnam, Department of Agriculture; Mr. S. H. Gandier, Department of Agriculture; Mrs. W. Ross, of Millet, Alberta, Representative of the U.F.A., and Dr. H. C. Newland, Supervisor of Schools, who acted as Chairman.

Referring to the Brooks experiment in the teaching of Agriculture, the report pointed out the difficulty of finding properly qualified teachers, of diversifying and supervising the projects, of providing a sequence of courses throughout intermediate-school and high-school grades, of integrating the programme in Agriculture with other parts of the curriculum, of selecting boys whose vocational prospects make it advisable for them to take the course in Agriculture, and of choosing areas in which the course can be offered with a fair prospect of success. The report also made the following survey of the conditions under which the problem of Vocational Agriculture must be viewed in Alberta:

"The Dominion Department of Agriculture operates certain agricultural agencies in the Province, and so also does the Provincial Department of Agriculture. Moreover, the Provincial Department maintains Agricultural Schools at certain centres in the Province, and has already organized certain activities for farm boys and girls. In the past, the Department of Education has offered courses of instruction in Agriculture in the intermediate and high-school grades of the public schools. These courses were dropped for the reason that the instruction was almost entirely a matter of book-learning, with little or no actuality motivation.

"At the present time, any attempt to introduce a programme of Vocational Agriculture generally throughout the Province will certainly require close co-operation between the Department of Agriculture and the Department of Education, in the first instance; and thereafter, between both of these Departments and the Faculty of Education of the University of Alberta, not only with respect to the content and general form of the programme to be offered, but also with respect to the training and supply of qualified teachers.

"There can be no doubt that there is a strong urge on the part of pupils from rural communities and their parents to discover

vocational openings for farm boys and girls where they can make a better living than is now possible in many areas of the Province. The result is that even in rural high schools there is still a strong demand for the offering of academic subjects, and these subjects still enjoy a considerably greater prestige than the newer optional subjects. In areas in the Province where agriculture is prospering, the situation might be expected to be different, but even in these areas it might be difficult to find any large number of boys in any one locality who will decide to make agriculture their life's vocation.

"There are several different types of organizations and associations of rural people that provide activities of a kind more or less related to activities such as those of the 4-H Clubs and the F.F.A. It is possible that there are certain sociological and democratic values in a multiplicity of organizations of this kind, but from the standpoint of effective results in rural education, it would seem desirable that some plan should be found for integrating the activities of these organizations. For example, there are the boys' and girls' groups fostered by the Department of Agriculture, the Red Cross organizations, the Boy Scouts and Girl Guides, and a number of others which have cultural or citizenship objectives. It would seem desirable that the Department of Education and the Department of Agriculture should co-operate in an effort to integrate the activities of a number of these groups in such a way that the objectives of a well-planned and comprehensive programme for rural education may be developed. The Department has worked out for intermediate grades a new programme in Community Economics which in some of its features is not unlike the programme of the 4-H Clubs. The projects which may be chosen in Community Economics could, with some small change in the general scheme, be made to include projects in Agriculture and Homemaking. For the great majority of farm boys, a course in Farm Shop and Mechanics is of just as much educational value to rural boys as is the course in General Shop, and of much more vocational value. It is therefore desirable to consider the possibility of integrating General Shop with Farm Shop and Home Mechanics for all rural schools.

"One criticism could be made of the courses in Vocational Agriculture as we saw them in Montana: the courses over-stressed the attempt to make farming pay, and under-stressed the need for an understanding on the part of farmers and rural people generally of the forces at work in modern society which determine whether or not farming will pay, and many other aspects of rural life as well.

"The problem of finding adequate support for an improved type of rural education is particularly urgent at this time, when, apparently, the farmers cannot find enough financial support to maintain rural schools even in their present condition, with the demand for greatly increased teachers' salaries.

"A desire has been expressed by the teachers of the Province, and it may be said that educational leaders everywhere are in sympathy with such a desire, that there should be set up in certain rural areas schools that might be described as experimental schools, and in which well-qualified teachers working with adequate equipment and facilities could be given a considerable measure of freedom in adapting the school programme to the local needs of the

community without the hampering regulations of a regimented programme and examination system. It is possible that if certain centres were selected for the setting-up of a few such schools, a programme in Vocational Agriculture might be made a very important part of the programme in these schools."

The committee agreed, after due deliberation, to recommend to the Provincial Departments of Education and Agriculture the institution of a programme in Vocational Agriculture for rural high schools, believing that such vocational training is desirable for the following reasons:

1. Alberta's industry is largely agricultural. Many boys who enter a rural high school will therefore become farmers; and many such boys who quit the high school after one or two years of training would remain longer in school and get a more effective training for rural life if their high-school programme included courses in Agriculture during the first two years.
2. Vocational Agriculture is not book-learning about Agriculture; it is based on actual farm projects and supervised farm practice, and therefore serves directly to enhance the efficiency, quality and quantity of farm production.
3. For the Province of Alberta at the present time no vocational training has more economic or social value than that which aims to improve the vocational prospects of farm boys and girls.
4. During the war the teaching of Vocational Agriculture will ease to some extent the problem of farm-labour shortage; and during the period of rehabilitation after the war, it will tend to stabilize the agricultural industries; for, in the long run, the success of these industries depends on the competence and efficiency of the farmers themselves.

The committee found the greatest difficulty in setting up a programme of Vocational Agriculture to be that of selecting, training and maintaining an adequate supply of properly qualified teachers. The Smith-Hughes teachers in the United States are farm-bred and college-trained; and they are paid for twelve months' work in the year, since they spend the period of summer vacation in supervising the farm projects and practice of their students. To assist local school boards that offer courses in Vocational Agriculture, the Federal Government, under the provisions of the Smith-Hughes and George-Deen Acts, and through the Federal Board of Vocational Education and the State Board for Vocational Agriculture, subsidizes local school boards by paying one-half of the salary of every teacher of Vocational Agriculture for the time actually spent by such teacher in instruction and supervision.

The committee therefore decided to place before the Sub-Committee on Agricultural Policy of the National Committee on Reconstruction a request that the Sub-committee consider the advisability of supporting a programme of Vocational Agriculture in Alberta as in other provinces of Canada; and, in particular, that the Sub-committee recommend to the National Committee on Reconstruction, and to the Dominion Government, the payment of a subsidy along the lines of the Smith-Hughes Act in the United States, which may be used in part to train teachers of Vocational Agriculture, and in part to reimburse school boards who employ such teachers.

In conclusion, it is recommended that during the next two years action be taken along the following lines:

- (i) That financial aid be sought from the Dominion Government for courses in Vocational Agriculture and for the training of teachers of such courses, as part of the Dominion's programme of post-war reconstruction.
- (ii) That courses be established at the Faculty of Education of the University for the training of teachers of Vocational Agriculture.
- (iii) That a programme in Vocational Agriculture be considered in connection with a proposal to establish community high schools, or "Village Colleges," at a few well-chosen rural centres of the Province.

B.—THE EFFECTIVENESS OF THE SCHOOL CURRICULUM: A SUMMARY OF SUPERINTENDENTS' AND INSPECTORS' REPORTS

I.—The Elementary School.

The reports indicate that in the majority of the schools there is a slow but clearly discernible advance from the old to the new education. The spirit of the latter is becoming more prevalent in pupils' attitudes, dispositions and responses in social situations. The social attitudes of the pupils are more desirable. Co-operation is increasingly the rule of classroom life. Discipline is less rigid and dictatorial and more spontaneous and reasonable. Pupils now seem to be getting more out of their school experience than was usual under the old régime. They read more, they express themselves more freely, they know more about what is going on in their community, and they have more enjoyment in school work. Intermediate-grade pupils who have come up from the elementary grades where activity and enterprise procedures were used have a real understanding of social problems and do splendid work in Social Studies. This result alone amply justifies the Alberta Activity Programme.

As parents come to understand more completely the objectives and basic principles of the New Education, they are willing to forego the formal grading of the old programmes, and recognize the principle that the child, not the subject-matter of the curriculum, is the centre of classroom activity. Evidence of this change is found in the wide use of the new form of report on pupils' work. This form, when first adopted, was far in advance of generally accepted ideas.

It is also reported that the integration of curricular subject-matter has produced an improvement in teaching procedures. These are now less formal, and take more account of pupils' individual needs and differences. There is less dictation of "notes," less repetitious drill, and more use of motivational procedures. The emphasis is more on understanding and less on memorization.

On the other hand, the reports show clearly enough that the results of the new programme fall far short of expectations; and almost entirely because of two obstacles: (i) the lack of fully qualified teachers, and (ii) the lack of adequate classroom equipment. Over-riding every other factor is, of course, the teacher shortage due to the exigencies of war service. Under the war-emergency teacher-training programme, an effort has been made to supply young people who are barely high-school graduates, and who have had a few months' normal-school training, as trainee-teachers for rural schools; and in addition to these trainees, many former teachers, trained under the old system, were again called into service. Neither the trainees nor those who have temporarily returned to teaching are properly trained for the new techniques

or fully qualified for teaching the optional subjects of the intermediate grades. It is only a matter of time before the teacher shortage will compel the sacrifice of our educational advance during the past ten years, and set us back to the formal teaching of the three R's.

Even under normal conditions the new programme requires a superior teaching personnel. The rural classroom may be re-organized and the physical equipment provided for pupil-group activity, but this is no more than the stage-setting for the new education. The spirit of the new programme is psychological, requiring from the teacher an intelligent grasp of difficult techniques, and an understanding that is highly sensitive to every reaction of every pupil in the class. Obviously the teacher must have a sound personality, a mentality that is above average, and an extensive professional training. The essence of the teacher-training problem is to attract persons of this calibre to teaching, and give them at least two years of professional training.

Superintendents' reports show that in many schools the classroom equipment is quite insufficient with respect to reading material, reference books, and material for creative and industrial arts. Adding to this fact that of declining teacher personnel, of the short period of teacher training, of the trainee system and other war-time expedients, one can be prepared for the findings of the superintendents respecting the effectiveness of the activity programme.

It is agreed that the teachers are striving conscientiously to realize the objectives of the programme, but in too many cases they lack the training and maturity that would give them a sound understanding of the basic principles; with the result that they fall back on formal teaching, manuals and helps, the stereotyped procedures. Many teachers follow the activity pattern, but without regard to the pupils' interests, and so formalize the enterprises. Others set up activities without regard to goals, failing to provide in them the means of learning. Older teachers who have recently returned to the classroom do not understand or appreciate the new programme. They continue to use the old-fashioned procedures, and look for concrete evidence of learning in their pupils' ability to recite memorized facts and figures. Applying uniform standards of grading and achievement, they give little recognition to individual differences.

Special measures will be necessary to offset this tendency towards formal instruction. Arithmetic, for example, still holds its favoured place on the day's programme, but the teaching tends to follow a textbook, stressing skill in computation without relating symbol to fact. In the same way, teachers overlook the pupils' need of functional training in language. In classrooms where activity procedures are effective, the pupils' mastery of oral English is commendable; but more often language is taught through workbook exercises, with emphasis on the principles to be learned rather than on the special and individual needs of the pupils. What is really required is diagnostic testing and remedial teaching. If only to convince the older teachers that formal instruction without regard to individual differences and functional needs of the pupils is a waste of classroom time and effort, the superintendents should undertake a programme of diagnostic testing throughout the schools

of the Province. Only in this way will it be possible to evaluate accurately the work of the elementary schools.

II.—The Intermediate School.

The reports make note of the fact that the decreasing supply of teachers qualified for the senior rooms in schools of two or more rooms has already caused a deterioration in the quality of intermediate-grade instruction, not only in the compulsory but also in the optional subjects of the programme. It is impossible to expect that immature trainees can instruct Grade IX pupils successfully; and temporary teachers are usually without special qualifications for the optional subjects. Nevertheless, there are indications that achievement in the compulsory subjects of Grades VII, VIII and IX has been real and substantial, especially in Social Studies. In many schools, both teachers and pupils are beginning to realize that education is a directive force for improvement within the social order. There are even a few schools that recognize their obligation to do something about local problems of the community, and make use of the new course in Community Economics for this purpose. The course provides enterprises in Social Studies.

Since the enterprise procedure and an integrated programme are not definitely prescribed for the intermediate grades, formal instruction is the predominant procedure in these grades, with the disadvantages that have already been noted with respect to work in the elementary grades. There is a tendency, for example, to neglect oral English, and to teach formal rather than functional grammar. Not enough time or thought is given to individualized remedial instruction in English. Here, as in the elementary grades, a programme of diagnostic testing is required. Mathematics is still kept on the level of abstract manipulation of symbols, and too seldom brought down to concrete reasoning. Formal instruction is of no value in Health and Physical Education.

The teacher shortage has lowered the quality of instruction in the optional subjects very seriously. Music has suffered most; but Art, Dramatics, Home Economics and Shop subjects all show deterioration. By comparison, Typewriting is perhaps overdone; since many schools have the necessary equipment and naturally desire to use it. It is unfortunately true that in small schools the optional subjects are optional for the teacher but not for the pupils, who have but little opportunity to explore their interests in other than academic subjects.

III.—The High School.

The superintendents agree that the Grade IX examination classifies the candidates with surprising accuracy on the basis of their ability for the academic subjects of the high-school programme. But in the small high schools, students with a "C" rating cannot get instruction in the electives most suited to their needs; for it is usual to find in such schools that the pattern of the programme of electives has been dictated by the special needs of students with "A" or "B" ratings who are preparing for the University, or for nursing or teaching. Too often, therefore, students with "C" or even "B" gradings, having little opportunity to get the subjects they need, are left with the choice either of repeating Grade IX work or dropping out of school. It is also found in these schools that many students take the courses required for Matriculation or Normal

Entrance who would be better advised to seek other vocations. In fact, there is a marked tendency for the rural high schools to give scant attention to community needs, differing but little from city high schools in their pursuit of academic objectives; whereas the rural high school should really be organized as a "folk high school," a "school of community life" or a "village college."

The high-school inspectors point out that the small high schools, in an effort to offer a comparatively full academic programme, have resorted to the practice of "cycling" even such subjects as English, Social Studies and Health, all of which are compulsory. To drop English for a year in order to make room for Latin or French seems utterly unjustified in a rural high school. The need is urgent for a special study of this problem, and others of like nature bearing on the legitimate aims and purpose of the rural high school.

C.—COMMITTEE ON EXAMINATIONS

At a meeting in July of the High School and University Matriculation Examinations Board, it was decided to make the former Subcommittee on Examinations a committee of this Board, in order that it may continue to function as a Departmental committee, advising on matters relating to the administration of the high-school programme, making recommendations to the Board with respect to the technique and procedure of examinations, and serving as a committee to revise finally the Grade XII examination papers.

The Committee on Examinations met in the Committee Room of the Legislative Chambers on October 29. The members present were Dr. Carpenter, Dr. LaZerte, Inspectors Sullivan, Sweet and Sparby, Mr. L. A. Broughton, and the Supervisor of Schools. The Committee found that the revision of the Departmental examination papers on the basis of Inspector Sparby's statistical report had made for greater uniformity in the distribution of scores, but that further measures would be required with respect to Mathematics, Social Studies and French. It recommended that practical and laboratory work should be an integral part of the instruction in Chemistry, Physics and Biology, and that candidates should therefore be given a single rating in these subjects, rather than separate ratings in theory and in practical work. The Committee was convinced that the English evaluation procedures are achieving a worthwhile result, and recommended that more publicity be given to these procedures in the Department's Official Bulletin, by showing the type of evaluation score card that is used and directing the attention of teachers to the importance of effective instruction in oral and written English.

D.—COMMITTEE ON RADIO EDUCATION

The Radio Committee met in the Committee Room of the Legislative Chambers on Saturday, May 9. There were present Dr. G. F. McNally, Deputy Minister, Dr. M. E. LaZerte, Dr. J. R. Tuck, Superintendent Owen Williams, Mr. H. T. Robertson, Mr. J. W. Chalmers, Mrs. Esther Esch and Mr. Donald Cameron from Station CKUA, and the Supervisor of Schools. Messrs. Ottewell, Stewart and Bowker were unable to be present.

The chairman gave a report of the Department's school broadcasts during the current year, and placed before the Committee a

summary of his findings from a questionnaire that had been sent to all schools using the broadcasts.

The most popular broadcast was the series on Junior Music, for the reason that it prompted the children's activity. "Any broadcasts outside of stories," remarked one teacher, "must provide activities for the children or the children lose interest." The second in popularity was the CBC co-operative series entitled "Highways to Adventure." The third was indifferently the intermediate-school series on Music, or the series on Social Studies by Messrs. Watson Thomson and Stanley Rands. The fourth was the CBC co-operative series entitled "Music of the Americas." In general, the following conclusions were drawn from the questionnaire reports:

"While these reports show the teachers', rather than the pupils', reactions, one is thoroughly justified in accepting the teachers' ratings and criticisms of the school broadcasts, since the great majority of them are teachers in rural schools who are on the alert for any help which the Department can offer them through the medium of radio programmes or in any other way. These teachers are competent to form an accurate judgment regarding the needs of rural children, and are well aware of the fact that in rural schools class time is 'precious,' as some of them expressed it. They judge the contribution made by school broadcasts, not from their entertainment value, but rather from their direct use in classroom activities. For this reason, it appears safer to take the considered judgment of a number of teachers with respect to these programmes than to depend upon the reports of the children themselves, as is the practice in some of the other provinces.

"There appear to be two main types of school broadcasts that are both interesting and effective in classroom work; namely, those which set up an activity that can be carried on in the classroom and in which all the pupils will participate, and broadcasts of stories or dramatizations. Other types of broadcasts mediating information are of less value, in that they do not hold the interest of the group throughout the period of the broadcast and do not convey material that could not be found in a reasonably adequate classroom library. An exception to this general statement might, perhaps, be made with reference to a panel discussion or pupils' forum in Social Studies. Here, undoubtedly, the dramatic effect might ensure interest even apart from the value of the discussions themselves.

"There is no doubt that the crowded programme of most rural schools should not be interfered with by radio programmes to an extent greater than two hours a week on the average. Programmes of 15 minutes are, in most respects, preferable to those of a longer period, although certain types of Music broadcasts requiring responses from the listening pupils may, with good effect, occupy longer periods. In rural schools it is rather difficult for one section of the classroom group to listen to the radio without disturbing the other parts of the classroom; in fact, it seems the practice, when the school radio is turned on, to permit all of the pupils in the room to listen.

"In the light of these considerations, it seemed to the chairman that a school broadcast cannot be justified unless it brings to the activities of the school classroom certain advantages which cannot be found in any other way for the same amount of time and

expense. Obviously, the broadcast must be specifically related to the classroom activities in the grades or groups for which it is intended. Other forms of school broadcast may be interesting and stimulating, but they are, nevertheless, to be set down as entertainment and relaxation for the children. On this view, it is a question whether school radio has as much value as other media for this purpose which may be provided by the teacher and pupils themselves at times that suit the convenience of the class or classroom, or through the use of the classroom library or other facilities."

The chairman also reported on his interviews with Mr. Andrew Cowan, of the CBC, Winnipeg, and Mr. Kenneth Caple, Director of School Broadcasts for the British Columbia Department of Education, during which he discussed the question of co-operative broadcasts, and intimated that the Department was not satisfied with the results of the co-operative arrangement. The chairman expressed to these officials the Committee's doubt about the possibility of setting up either a national or an inter-provincial series of school broadcasts without "generalizing" the broadcasts to the point where they cease to have much local interest or value. This objection did not, of course, apply with equal force in all of the subjects suitable for broadcasts, and probably to a less extent in the case of Music and Language than in other subjects. A second objection was to be found in the cost of the co-operative broadcasts. While it is true that professional musicians, actors and script-writers can put on a much more entertaining performance than local teacher-broadcasters, the basic purpose of school broadcasting is not entertainment. Elaborate preparation for such broadcasts is of no special value in the classroom unless it calls for a considerable amount of active participation on the part of the pupils themselves; and usually it does not.

The chairman was unable to attend a conference on "Radio in the School" held in Toronto on April 9 and 10 under the leadership of the CBC and the Canadian Council on Education for Citizenship. Mr. Caple, on his return from this conference, reported that there was by no means unanimous agreement amongst the representatives of Departments of Education who attended the conference on the value of the co-operative broadcasts. In any event, some new and different series were promised, amongst which there would likely be one dealing with Canadian life, and consisting of dramatizations of the lives of outstanding Canadians supplemented by broadcasts descriptive of different aspects of Canadian living.

After a full consideration of the chairman's reports, the Committee recommended: (i) that the Department make use of one only of the co-operative series; namely, that described by the title of "Canadian National Life"; (ii) that all of the school broadcasts be under the direction of Station CKUA, and originate from that station if the use of the telephone lines can be procured; and further, that afternoon hours be used for all broadcasts during school hours; (iii) that broadcasts be given on Junior Music and Intermediate-School Music, together with a series of stories and dramatizations suitable for Grades IV-IX, introducing dramatizations, Dramatics, Speech Training, Health, Science and Social Studies; (iv) that the Department assist in the preparation of a series on the work of the Home and School Associations; and (v) that copies

of the annotated schedule of school broadcasts be sent to all schools of the Province.

E.—TEACHER-TRAINING

I.—*The Summer School for Teachers.*

Summer-school sessions at Edmonton and Calgary were conducted under arrangements similar to those for the preceding year: the Edmonton session at the University of Alberta, at the Normal School in the Garneau building and at the Technical School; and the Calgary session at the Western Canada High School. Courses in Home Economics, General Shop and Shop Subjects were offered at the Technical School in Edmonton and not in Calgary.

Because of war conditions, there was a decrease in enrolment and income; and it was therefore necessary to retrench somewhat the offering of courses. Fewer visiting instructors were employed, and the number of special courses was reduced. A change was made in the programme for Dramatics by replacing the eight separate courses in this field with two "integrated" courses, each occupying four periods a day throughout the session. The same principle of integration was applied to courses on Enterprise Education and the Activity Programme; so that instead of taking three or four separate courses from as many different instructors, the summer-school students spent half of each day under a group of instructors. These integrated courses were highly commended by the students. Limited facilities were provided for a few "Workshop" courses; and special "refresher" courses were offered for persons returning to the work of teaching in rural schools. Only two of the instructors came from without the Province: Eugene C. Davis, M.A., Director of Dramatics in the Glenville High School, of Cleveland, Ohio; and Dr. S. D. Clark, from the Department of Sociology of the University of Toronto.

SUMMER SCHOOL STATISTICS, 1942

Number registered in Department of Education Summer School:	
Edmonton	829
Calgary	274
Number registered in University of Alberta Summer School	287
Total registration	1,390
Duplicates	33
Net registration	1,357
Number of Second Class Teachers who completed successfully the course for raising their certificates:	
Edmonton	29
Calgary	7
Number of Normal-School graduates of the year 1937 and thereafter holding an Interim Certificate who completed the five summer-school credits required for their Permanent Certificate	348
Number of professional subjects offered:	
Edmonton	35
Calgary	18
Number of Academic subjects offered (Edmonton)	1
Number of special courses offered (Edmonton)	1
Number of Shop courses offered (Edmonton)	15
Number on instructional staff:	
Edmonton	44
Calgary	13
Total	57

Number of Summer School certificates issued	1,082
Number of teachers who qualified for special certificates:	
Swimming	39
St. John Ambulance Certificate in First Aid	123
Kindergarten-Primary Certificate	2
Many certificates have been issued in Dramatics, Music, Bookkeeping, Typewriting, Physical Education and Art.	

II.—*Normal-School Instructors' Conference.*

A conference of the Normal-School instructors, held in the Committee Room of the Legislative Chambers on Saturday, March 21, 1942, made plans for a special teacher-training programme to increase the supply of trainee-teachers for service in rural schools. Reports from the superintendents of the school divisions indicated the likelihood of a teacher shortage in rural areas much greater than that of the preceding year.

After due deliberation, the Conference decided to recommend that the Department continue, with modifications, the plan of placing Normal-School trainees in charge of rural schools for two or three months at a time, on the ground that this plan is definitely better than any of the alternative plans in use in other Provinces. Accordingly, the Conference recommended that Dr. Lord, assisted by a special staff, should conduct a special summer session of the Edmonton Normal School, to begin on July 2 and continue until August 7; and that the regular session of the Normal Schools begin on August 10 and continue until May 21, 1943.

It was agreed that every high-school student who, if successful in his year's work, would have completed the requirements for a High School Diploma on June 30, 1942, should be urged to write on the General Test, the test in English Language and the Survey Test in Mathematics and Science, which are required for admission to the Normal Schools, and could by special arrangement be administered on Monday, June 1, at all Departmental examination centres of the Province. It was decided that 135 high-ranking candidates should be selected for summer training and be sent out to rural schools on August 31. Candidates admitted to the regular session of the Normal Schools on August 10 would be sent out to rural schools on October 5; and all trainees would return from their schools after Christmas, and continue their training at the Normal Schools.

With respect to tuition fees, it was the feeling of the Conference that some plan of bursaries for needy, well-qualified candidates is preferable to a remission of fees; and that it would not be advisable to forgo the fees entirely, even if it were found necessary to lower them.

III.—*Reports from the Normal Schools.*

The past year has been one of extreme difficulty for the Normal School staff. The plan of conducting a special session of the Edmonton Normal School with a staff recruited mainly from the regular instructors of the two Normal Schools, and at the same time operating the regular Departmental Summer School, imposed a heavy burden on the Normal-School instructors. Added to this difficulty were the resignations of staff members leaving to enter the service of the armed forces, and the dislocation of regular in-

struction resulting from the almost impossible attempt to provide for three different groups of trainees at the same time.

Staff.—At the beginning of January, Mr. H. A. MacGregor, M.Sc., Superintendent of the Medicine Hat School Division, was added to the Edmonton staff to fill one of the vacancies caused by resignations of former members who had enlisted for war service. At midsummer, Mr. A. W. Reeves, M.A., and Dr. J. B. Kirkpatrick resigned from the Edmonton staff to take up military duties. The former was succeeded by Mr. J. W. Gilles, M.A., Superintendent of the Peace River School Division, and the latter by Mr. A. W. E. Eriksson, M.Sc., who had previously served on the staff in a temporary capacity.

During the spring term, Mr. T. G. Finn joined the R.C.A.F. to become an officer in charge of physical training. His work was carried on by Mr. E. A. Townsend, of the Practice-School staff, until the end of the term. In August, Miss Zella J. Oliver, B.A., of the staff of McDougall High School, Edmonton, joined the Calgary staff to take the place of Mr. Finn. Miss Oliver had taught in Alberta high schools with marked success, and in preparation for Normal-School work had undertaken two summer sessions of graduate study at Teachers College, Columbia University.

The Trainee System.—The trainee system is the result of necessity, not of choice. It shortens the training period in the Normal Schools by at least a third, and substitutes for the institutional training that is cut off in this manner a practical experience of from three to five months in charge of a rural school. The Edmonton Principal, Dr. Lord, concedes that trainees who have had such experience profit more from Normal-School instruction than those who have not had the experience, but considers that "essentially the time lost cannot be made up." "The work of the Normal School," he continues, "is impaired by this curtailment. There is a gap in their education for teaching that in most cases will never be bridged. The Normal-School course could furnish a much better education for prospective teachers if it were lengthened to one and a half years, and linked up with actual rural experience for a half-year."

The Calgary Principal, Dr. Swift, finds that whereas during the first year of the trainee system the weakest students stayed for the full period and had instruction and practice-teaching experience as required in the regular programme, the situation for the year 1942-43 is entirely different. "Since the supply cannot meet the demand," he continues, "it appears that even very weak students will have to be sent out with attenuated training. A very difficult problem will face the staff in 1943 in making decisions regarding the certification of weaker students; since in many cases requirements will not have been met, and yet the students will have been required to give trainee service, thereby giving them a claim on certification."

Regarding the effect of the trainee system on the work of Normal Schools, Dr. Swift concludes: "It is a very disturbing factor. Class grouping is subject to repeated re-organization. Students are selected on the basis of ability, a procedure that leads to feelings of inferiority. Student activities are much interfered with. Instructors' records are left incomplete. Yet our experience in the

spring term of 1942 was that the bright students who came back were more receptive to teaching and more purposeful in their learning. If in some manner it were made an integral part of the training of students, with all participating, with all assured of a return after rural experience, and with the time following return lengthened for the less capable students, it would be beneficial."

Admission and Preliminary Tests.—Approximately 1,000 candidates wrote on the admission tests on June 1, but only a small number of those who made high scores were willing to enter the Normal Schools. Of those who were admitted, a very considerable number had low standing in Grade XII subjects as well as low scores on the tests. The majority came from rural areas, and many from families of low socio-economic status. An almost negligible percentage came from homes in the larger towns or cities, or from parents engaged in business or professional vocations.

The scores from the preliminary tests given at the beginning of the session to all candidates admitted to the Normal Schools show a further decline in the average level of general ability, that accords with the downward trend noted in reports for the last four years. Indeed, the results of these tests combined with those of the admission tests are evidence of a deterioration in personnel that must cause grave concern for the welfare of rural education. Not the least ominous feature of this situation is that many rural people accept it as a matter of course. When due allowance has been made for the exigency of war conditions, the plain fact remains that the remuneration offered to rural teachers has not during the past ten years been sufficient to attract to the rural schools young men and women who hold the necessary personal and educational qualifications. The remedy appears obvious.

ENROLMENT FOR 1942

	January	July	August	October
Men	100	35	28	11
Women	470	75	349	74
Repeating	9		4	
Total enrolment for spring term			570	
Total enrolment for fall term			572	

RECOMMENDATIONS FOR CERTIFICATION

	Edmonton	Calgary
Number completing the year's work, 1941-42	312	242
Failures	3	5
Partial failures required to attend Summer School	5	5
Partial failures successful at Summer School	3	4
Recommended for certification	304	231

IV.—*The War-Emergency Teacher-Training Programme.*

In May a special bulletin was issued urging teachers, superintendents, trustees and parents to support the efforts of the Department to meet the teacher-shortage situation. Attention was directed to the summer session of the Edmonton Normal School, to the bursaries for needy teacher-training candidates, to the opportunity for trainees to earn part of their expenses through service as rural teachers, to the reinstatement of lapsed or expired certificates on the completion of "refresher" courses at the Summer School, and to the "accelerated" courses for high-school teachers at the Faculty of Education, University of Alberta.

The Bulletin asked that as many high-school students as possible be encouraged to enter the Normal Schools or Faculty of Education for teacher-training courses, and that women-teachers make a patriotic contribution to an essential public service by remaining in their classrooms during the year 1942-43.

V.—A New Training Programme for High-School Teachers.

One of the most important advances of recent years in the field of teacher-training was made this year by the Faculty of Education of the University, on the recommendation of the University Survey Committee. Students may now enter the University to train for the profession of teaching on a three-year undergraduate programme, which leads to the B.Educ. degree and the High School Certificate. The great advantage from this arrangement is that intermediate-school and high-school teachers can be trained in a shorter time than formerly, and that Normal-School graduates can secure credit for their work towards a university degree; for under the new regulations, students meeting the matriculation requirements of the Faculty of Education and holding an Alberta teaching certificate will be allowed advance credits to enable them to complete the B.Educ. requirements in two academic years and one summer session, or its equivalent. Teachers holding the Elementary and Intermediate Certificate are no longer faced with the forbidding prospect of a lengthy and costly academic course at the University before they can qualify for the more remunerative teaching positions of the Province.

F.—THE COMMITTEE ON CERTIFICATION

This Committee was convened by the Supervisor of Schools, the chairman, at the following times and places during the year: Saturday, February 28, in the Committee Room of the Legislative Chambers; Thursday, April 2, in the Supervisor's office; Monday, July 13, in the Supervisor's office; Thursday, July 23, in the Supervisor's office; and Saturday, November 14, in the Committee Room. A subcommittee met in the Supervisor's office on Thursday, September 24.

At the first meeting the following members were present: Dr. M. E. LaZerte, Dr. W. G. Carpenter, Dr. G. S. Lord, Mr. G. K. Haverstock, Mr. G. F. Manning, Mr. R. V. Bellamy, Mr. J. W. Barnett, Mr. Raymond Shaul, Inspectors D. M. Sullivan, H. T. Sparby, C. H. Robinson, R. J. Scott and G. F. Hollinshead, and the Supervisor of Schools. Mr. J. H. Sutherland, President of the Canadian Teachers' Federation, attended the meeting as a visitor.

The chairman placed before the Committee a war-emergency programme of teacher-training, which proposed to advance the date of opening of the Alberta Normal Schools, and to accelerate the teacher-training courses at the Faculty of Education of the University. This programme was accepted by the Committee, with the recommendation that the Department point out to the proper Dominion authorities the demoralizing effect on our schools of the indiscriminate enlistment of teachers for war service. It was agreed that under a really effective plan for "selective service" it would be necessary to draft teachers into the schools as well as into other vital services. If farm labour were to be "frozen" on the farms,

there would be strong reasons for resorting to similar measures with respect to the schools. In any event, the Committee recommended that a special committee or liaison officer be appointed to co-operate with Dominion authorities in maintaining a minimum standard of efficiency in our schools.

With respect to the employment of married women as teachers, the Committee recommended that all school boards be notified with respect to Section 225 of The School Act, which enacts that "women shall be on an absolute equality with, and have the same rights and privileges, and be subject to the same penalties and disabilities, as men under this Act." The refusal of school boards to employ married women is not in keeping with the spirit of this section of the Act.

At its meeting of April 2, the Committee recommended that expired Second Class Certificates should be revived only in cases where the holder had not failed to clear all high-school and Normal-School deficiencies, and had taught at least one year on such certificate with a favourable report from an inspector; and further, that the Regulations Governing the Certification of Teachers be amended accordingly.

Further changes in these Regulations, including war-emergency amendments, were considered by the Committee at the meetings of July 23 and September 24, and at the latter meeting a final draft of revised Regulations was approved.

The meeting of November 14 recommended that Normal-School trainees who were to return to the Normal Schools at Christmas be retained in their rural schools until the end of February, 1943; and that trainees who go out on March 1, 1943, be regarded as students-in-training under the direction of the Normal Schools until the end of the Normal-School term on May 21, 1943. Thereafter, they would be eligible for the regular Interim Elementary and Intermediate School Certificate; but in the meantime they should receive a special Letter of Authority in order to meet the requirements of Section 154 of The School Act. It was unanimously agreed that the Department should continue the trainee system for the year 1943-44.

Considering the requests of teachers holding only the Elementary and Intermediate School Certificate to be granted permission to serve as high-school teachers, the Committee unanimously re-affirmed its former recommendations that the regulations governing high-school certification be strictly enforced; on the ground that any other procedure would undermine and endanger the whole teacher-training programme of the Faculty of Education. The Committee felt that the Department had gone a long way in its efforts to provide for the teaching of Grade X in small schools, and that if teachers properly qualified for the teaching of Grade XI and XII subjects are not to be had in these schools, the pupils must of necessity have recourse to correspondence courses.

G.—TEACHERS' CONVENTIONS

Dr. Grayson N. Kefauver, Dean of Education, Stanford University, was the guest speaker of the year at the Easter Convention of the Alberta Teachers' Association. Dr. Kefauver's dispassionate, clear-cut and convincing exposition of "progressive" principles and practices in Education together with his interpretation of the role

of "guidance" in modern schools won general commendation. Other high-lights of the Convention were the proceedings of the Provincial Curriculum Committee, the panel discussions, and the meetings of the Alberta Federation of Home and School Associations, in which teachers and superintendents had the opportunity of taking part.

The fall conventions are under the direction of a Joint Committee representing the Department of Education and the Alberta Teachers' Association, of which the Supervisor of Schools is chairman. Under this arrangement the convention programmes are approved by the Department *en bloc*. The conventions are grouped at different centres throughout the Province, and the schedule of dates is made in such a way that itineraries covering the Province may be planned for the convention speakers. This year it was decided not to invite speakers from without the Province. Instead the following Alberta educationists addressed meetings in different parts of the Province, giving very acceptable service: Mr. F. G. Buchanan, Superintendent of Schools, Calgary, Mr. A. E. Rosborough, Principal, University High School, Edmonton, Superintendents R. E. Rees, J. C. Hewson, T. C. Byrne, L. W. Kunelius and H. C. Melsness, Misses Maimie Simpson, Margery MacKenzie, Louise Tester, Evelyn MacIver, Florence Todd, A. Michaels, E. C. Barclay and Alma Kittlitz, and Messrs. L. A. Broughton, L. A. Bercuson, H. E. Panabaker, G. C. French, Chas. H. McLeary, J. Charyk, and R. B. Walls.

H.—HOME AND SCHOOL ASSOCIATIONS

The annual meeting of the Alberta Federation of Home and School Associations was held in Calgary during Easter week, the sessions running concurrently with those of the teachers' convention. The Department of Education is represented by two of its officials on the executive of this Association. This year the Department and the Divisional Superintendents have been promoting the organization of local Home and School Associations, and can report that since the Easter meeting twenty-one new associations have been launched, under the direction of the Provincial Organizer, Mrs. A. M. Curtis. A considerable number of the associations have been working on the group-study project for the revision of the high-school curriculum. The Department also assists the Alberta Federation with the preparation and distribution of its monthly *The Alberta Home and School News*. There is little doubt that further progress in education will depend in no small degree on the success of local home-and-school groups in winning the consent of parents to needed reforms in school programmes and practices, and in the administration and financial support of schools.

Alberta was exceedingly fortunate this year in having at Calgary, on August 18-21, the Eighth Biennial Convention of the Canadian National Federation of Home and School. Addresss were given by the Honourable William Aberhart, Minister of Education, Rev. D. George W. Kerby, Dr. G. Fred McNally, Deputy Minister, Mr. L. A. DeWolfe, President of the Federation and Director of Rural Education for Nova Scotia, Mrs. R. S. McLaughlin, Eastern Vice-President, Dr. S. R. Laycock, Western Vice-President, Dr. Iman Elsie Schatzman, of the University of Illinois, and Miss Byrne

Hope Saunders, of the Wartime Prices and Trade Board. Besides, there were some excellent panel and round-table discussions led by Dr. H. C. Newland, Supervisor of Schools, Dr. W. D. Wilkins, of St. Louis University, Dr. W. G. Carpenter, Director of Technical Education, Dr. W. H. Swift, Principal of the Calgary Normal School, Mr. J. D. Aikenhead, and Mrs. G. Edwards. Contributions to these discussions were made by Mrs. R. K. Hall, President of the Ontario Federation, Mrs. A. M. Blue, President of the Saskatchewan Federation, Mrs. K. G. Kern, President of the British Columbia Federation, Miss Dora Baker, President of the Nova Scotia Federation, Mrs. T. K. Lockwood, President of the Alberta Federation, Mr. Raymond Shaul, President of the Canadian Teachers' Federation, Mr. Donald Cameron, Director of the Department of Extension, University of Alberta, Major H. E. Smith, Superintendent F. G. Buchanan, Mr. H. E. Panabaker, Mr. L. A. Daniels, Mrs. C. C. Rose, Mrs. H. R. Narraway, Mrs. W. Osborne, Mrs. W. S. Quint, Mrs. A. B. Silcox, and others.

This convention convinced all who attended it that the Home-and-School movement can perform an urgently needed public service in diffusing an appreciation and understanding of the New Education; in arousing the public conscience to the financial support of education; and in exemplifying the vital connection between the intelligent thinking of our people and the subsistence of democracy.

I.—SCHOOL FESTIVALS

During the past ten years, our regional Music Festivals have been steadily growing in number, with the assistance of small grants from the Department of Education, and with encouragement from school superintendents and local groups of teachers in rural and town schools. The organizing of festivals for 1943, however, will undoubtedly be greatly handicapped by difficulties of transportation. It has appeared desirable, therefore, to appraise the service rendered by the festivals, with due regard to certain criticisms and suggestions for improvement that have been submitted to the Department.

On the matter of competition at school festivals, action was taken two or three years ago in British Columbia, where an official of the Department of Education reports in the following terms:

"Children sing and play and for the same reasons that lead some people to write poetry or to engage in other forms of artistic activity—namely, to give pleasure to others and to give expression to their own moods, sentiments, or emotions. Competition, however, while the essence of foot-races and other athletic events, is alien to aesthetic performance. It is a spurious kind of motivation for school music and establishes a false standard of values. Non-competitive musical festivals on the other hand, are of great value. A number of schools may join in such a festival for the joy of the experience. Such musical festivals should be a culmination of the normal work of the school and should not result in overconcentration upon the practice of a few songs or selections. The musical items used in the festival must be chosen from the Programme of Studies for the Grades represented by the performers."

For the purpose of considering the recommendations mentioned above, and of planning for more effective organizing of school festivals, representatives of the school superintendents and of the Alberta Music Teachers' and Musical Festival Association met in conference at the Legislative Buildings on Saturday, September 19,

1942, to consider reports on the work of the Music Festivals, and the effect of this work on the teaching of Music in rural schools. These reports showed that for the year 1941-42 there were approximately fifty festivals, of which only two confined their activities to Music alone. The majority had included dramatizations, and twelve or more had added elocution and choral speech to their activities.

Nearly half of the reporting superintendents expressed dissatisfaction with the attainment in Music of rural-school pupils; but they added a qualifying statement that many rural schools have no musical instruments of any kind, and that teachers who are well equipped for giving instruction in school Music tend to leave the marginal schools and accept positions in the larger centres. A considerable number of superintendents had found a tendency in rural schools to concentrate on festival work in the late spring, to the detriment of other school work; or to make the teaching of school Music merely an adjunct of festival preparation. Seven of the superintendents reported that the festivals do not improve or even help the teaching of Music in rural schools. The majority, however, believed that under proper direction the festivals could perform a valuable service in helping to promote Music as a school activity.

After due deliberation, the Conference recorded its agreement on the following principles:

- (i) That the Department should continue to pay grants in support of the festivals, subject, however, to conditions to be set out by a competent committee.
- (ii) That there is need for a code of principles and regulations which will govern the music festivals to which the Department pays grants. The following principles were suggested as appropriate to this code:
 - (a) That the festivals should be non-competitive.
 - (b) That activities other than Music, including Dramatics, Folk-dancing, Open Forums, etc., might be added to the festivals, with necessary safeguards.
 - (c) That there should be no work in elocution, and that solo work should not be permitted for pupils from the elementary grades.
 - (d) That there should be a clear statement with respect to the purposes for which the festivals are held and the Department's grants are paid.
- (iii) That it is not necessary to have highly placed or highly paid adjudicators. The adjudicators may very well be teachers, who understand the behaviour and needs of children.
It was agreed that lengthy criticism from the adjudicators was really not in keeping with the spirit of the school programme. Children learn by participation, not by being talked at.
- (iv) That ways and means should be found for encouraging the small festivals and keeping the festivals in the towns from becoming too large.

Finally, a special committee was appointed to draft a code of policies, principles and regulations that should govern all school festivals seeking Departmental grants. This committee, consisting of the following members, met in the Legislative Buildings on September 26, 1942: Inspector C. H. Robinson, M.A., M.Ed., Chairman; Mr. H. G. Turner, Secretary of the Alberta Music Festival Association, and Mr. V. A. Beringer, President of the Edmonton Branch of the Alberta Music Teachers' Association; Mrs. Cornelia Higgin, B.A., L.R.S.M., Mr. H. A. MacGregor, M.Sc., and Mr. A. W. Reeves, M.A., of the Edmonton Normal School; Inspector G. F.

Hollinshead, B.Sc., Inspector L. W. Kunelius, M.A., B.Sc.; Mr. J. N. Eagleson, Mus.Bac., Supervisor of Music in the Edmonton Schools.

The committee agreed that the festivals should be thoroughly non-competitive; but with regard to other activities besides Music there was not complete agreement. Some of the members maintained that there is a place for elocution in some of the areas of the Province where the people are of predominantly non-English background; but even there, in the opinion of others, the work in choral speech will do what is wanted.

It was felt that the adjudicators should be as competent as could be secured. Their work would be to offer constructive criticism, particularly to the teachers. They should not be asked to place the entries in any order or to choose any particular number for participation in the evening concert should such be necessary.

Evening concerts may still be necessary to help defray the cost of the festival; but the ideal situation would be one in which the whole day's proceedings would be open without cost. Such a situation could be brought about only through larger financial support from the Department, the School Divisions, the local School Boards (villages and towns), and from municipal authorities. The small festivals are the ones most deserving of support since they encourage the schools in all areas to take part. The small rural school will not participate in a festival where most of the entries are from schools having the advantage of better equipment and better instruction in Music. In the large festivals, the teachers' time is taken up with seeing that all the pupils are in the appointed places at the appointed times. They have not time to hear the comments of the adjudicators, with the result that this work is largely of no effect. The committee felt that if the same grant were paid to the small festivals as to the large ones, and the work of small festivals were encouraged in other ways, there would be a movement away from the large to the small festival.

The committee further agreed that the programme of the festivals should be in line with the regular work being carried on in the schools. The festival should exhibit work growing directly out of activities of the regular school year. It should not be necessary to interrupt the regular activities in order to prepare particular numbers for display at the festival. Group numbers should receive emphasis to the exclusion of most of the individual numbers.

The following summary sets out the resolutions of the special committee:

- (i) That the name shall be "School Festivals" rather than "Music Festivals."
- (ii) That festivals shall be non-competitive: There shall be no trophies. There shall be no marks. There shall be no classifications of A, B, C, or Excellent, Very Good or Good.
That the adjudicator should make constructive criticisms.
- (iii) That in all phases of festival work emphasis should be placed upon group entries rather than individual entries, particularly in the elementary school. Preparation for festival should be a regular part of the school work; the festival should be a culmination of the regular work of the school. The regular Music course should not be interrupted because of festival work.
It is recommended that the Department issue a bulletin or circular dealing with the purpose and conduct of school festivals, outlining

the construction of programmes, etc., to be submitted to this committee before publishing.

- (iv) That the purpose of the festival should be to foster a love of music and the kindred arts among the children, and by active participation lead them to an appreciation of the best in the arts, and thereby raise the cultural standard of the community.
- (v) That a definite grant be paid to each festival rather than the amount available being divided among the divisions holding festivals. It is considered that a festival for ten to fifteen rooms is preferable to a festival for thirty to sixty rooms.
- (vi) That adjudicators should be familiar with the philosophies underlying the programme of studies. The best qualified adjudicators should be secured; but they should not talk over the heads of the pupils.
- (vii) That the Department of Education appoint a Supervisor of Music, whose duty it shall be to encourage the study of Music in schools throughout the Province, and to co-ordinate the work of the festivals.

The special committee did not undertake the preparation of a syllabus, but recommended that a smaller committee be selected for this purpose, and be asked to report to the special committee.

J.—STATISTICS

The Supervisor of Schools attended a conference of representatives of the Provincial Departments of Education, held at Ottawa on December 14-16, under the direction of the Minister of Trade and Commerce and the Dominion Bureau of Statistics. Dr. S. A. Cudmore, Dominion Statistician, presided. The conference considered first a memorandum prepared by Mr. J. H. Lowther, of the Finance Statistics Branch of the Dominion Bureau, on the relationship of the statistics of educational finance to those of municipal finance. It then made a number of recommendations seeking to standardize and harmonize the reporting of statistics of educational finance and municipal finance.

The second matter considered was a report on the collection and compilation of educational statistics in Canada, made by Dr. R. W. B. Jackson, of the Department of Educational Research, University of Toronto.

The conference agreed on the principle of standardizing the reporting of educational statistics across Canada, and undertook to ask for such amendments in the school law of each Province as would make possible a common basis and procedure for reporting. Changes will be necessary in the recording of school attendance, in the classification of pupils, and in the reporting on school buildings and equipment, and on the salaries, qualifications and certification of teachers.

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

Examinations.

There has been during the war a gradual decrease in the number of candidates presenting themselves for the Departmental Examinations. In 1942, 6,256 candidates wrote on the Grade XII Departmental Examinations, with a grand total of 23,917 answer papers being submitted, English 3 consisting of two papers. This is a decrease of 774 candidates over the year 1941. The June examinations were written at 251 regular and 31 special centres, inclusive of 18 instances where candidates were permitted to write outside of the Province.

The following table shows the number of candidates for the various units of the Grade XII examination:

English 3	3,921	Chemistry 2	2,163
Social Studies 3	3,866	Physics 2	1,976
Algebra 2	2,199	Latin 3	401
Trigonometry and Analytical Geometry	1,949	French 3	1,539
Biology 2	1,951	German 3	12

A total of 994 students wrote on the Special Tests required of all students seeking admission to Normal School. These tests were written on June 1st and valued by teachers at their homes so that the results might be used as a basis for selecting the special class of students who began their Normal School training in July.

A total of 74 teachers endeavouring to raise the rank of their certificates completed the requirements for Grade XII standing in 1942, 42 of whom may qualify for the First Class Certificate.

A staff of 155 sub-examiners (inclusive of chairmen) were appointed to read the Grade XII answer papers. This work was completed in July under the general chairmanship of Mr. D. M. Sullivan, M.A., Senior High School Inspector, assisted by High School Inspectors Sweet and Sparby. The results were announced on July 25th.

Appeals from the results as announced were received from 574 students. In all, 714 answer papers were re-read.

The Supplemental Examinations were written at 40 regular centres and 23 special centres beginning August 13th, with 1,711 candidates writing. In all 3,012 answer papers were submitted, a decrease of 118 candidates over 1941 with a decrease in unit registration of 311. A staff of 37 sub-examiners valued the answer papers in Edmonton.

Results in non-examination subjects were issued by the Department of Education and were mailed direct to the students about the middle of August, copies being supplied the Divisional Boards for distribution to the school districts concerned, and for the files of the Divisional Board office.

High School instruction up to and including Grade XII was offered in	313 schools
Including Grade XI, but not higher, in	184 schools
Including Grade X, but not higher, in	151 schools
Total	648 schools

This is a decrease of 54 over 1941.

Of the above, 319 schools were under the supervision of the High School Inspectors.

Certificates of credit were issued as indicated below:

Grade XII	5,204*
Grade XI	5,977
Grade X	6,829
Special one-year Course in Commercial Subjects	78†
Total	18,088‡

*This includes 128 teachers registered in correspondence courses in non-examination units.

†The special one-year Course in Commercial Subjects was offered at Camrose Lutheran College, Western Canada High School, Calgary; also at McDougall, St. Vincent's, and Strathcona High Schools, Edmonton.

‡This total includes 1,620 registered in correspondence courses.

The following table shows the number of districts in which the Group D options in the Technical subjects were offered:

	IX	X	XI
Home Economics	88	112	25
General Shop	112	93	36
Mechanical Drawing		6	
Needlework		16	

Group C (Shop) options were offered in three centres only, i.e., Calgary, Edmonton, and Lethbridge.

Group B (Commercial) options were offered in 17 public and 2 private schools.

The Examinations Branch equated the academic standing of 351 students who presented documents obtained outside the Province. Of these, 69 were Japanese students who were evacuated from British Columbia.

Progress has been made in the new policy in connection with the qualifications of teachers in private schools. Fifteen private schools offered High School work in 1941-42. In addition, 6 private schools sent up candidates for the Grade IX Departmental Examination.

High School credits were granted on Cadet Training where the requirements were met in the matter of prerequisite standing and instruction hours, provided the instructors held Alberta Teachers' Certificates and the instruction offered was approved by the Provincial Officers Commanding, namely, Captain Ritson-Bennett for Military Cadet Training, and Flying Officer Bowman for Air Cadet Training.

Twenty-seven schools were represented in the student body granted credits in Military Cadet Training and 13 in Air Cadet Training.

Arrangements were made by the Examinations Branch for the examinations of the Western Board of Music. The examinations in Theory were written in February and May as follows:

DEPARTMENT OF EDUCATION

	Theory					History	Harmony	
	I	II	III	IV	V	V	VI	VII
February:								
Edmonton		1	2	2		1		
Iron Springs				1				
May:								
Andrew	1							
Canyon Creek						1	1	
Edmonton	1		1	1	1			
Iron Springs					1			
Mayerthorpe	1							
Milk River						1	1	
Nemiscam			2			1		
Peace River			2					
Strathmore				1				
Thorhild				1				
Willingdon			1					
Orion							1	1
Vermilion				1				
	3	1	8	7	2	4	3	1
Total								29

Examinations were conducted in Piano, Violin and Voice. Mrs. Gordon Egbert conducted the examinations in Piano in Edmonton and Calgary, and Mr. Henry Attack in Peace River. Mr. Terry Horne conducted the examination in Voice in Lethbridge and Mr. Galperin in Violin in Edmonton. The following table shows the number of candidates for the various examinations in Piano, Violin and Voice:

	I	II	III	IV	V	VI	X
Piano:							
Edmonton	4	11		5	5	2	
Peace River	2	4	2			2	
Calgary						1	1
	6	15	2	5	5	5	1
Total							39
Violin:							
Edmonton				1			
Voice:							
Lethbridge		1					

The following table shows the progress of the Western Board of Music over a period of six years:

Year	WESTERN BOARD OF MUSIC—NUMBER OF CANDIDATES		
	Practical Exams.	Theory Exams.	Total
1937	6	3	9
1938	11	8	19
1939	26	9	35
1940	27	29	56
1941	37	43	80
1942	41	29	70

The Grade IX Departmental Examination was held in 339 urban and 1,398 rural centres, i.e., a total of 1,737 centres. A total of 9,772 candidates wrote.

GRADE IX EXAMINATION—NUMBER OF CANDIDATES		
Urban		6,340
Rural		3,432
		9,772

(including 64 correspondence students)

The Grade IX answer papers were valued by a staff of 193 sub-examiners under the general chairmanship of Mr. C. H. Robinson, M.A., assisted by Mr. L. Good, B.A., Inspectors of Schools.

CERTIFICATES ISSUED DURING THE YEAR 1942

Certificates	Alberta	Other Provinces	British	Other Countries	Totals	Grand Total
(a) Interim Certificates:						
High School Class:						
Alberta	39				39	
(including 14 re-issued, 2 married)						
Saskatchewan		1			1	
Manitoba		1			1	
Ontario		2			4	
Junior High School Class:						
Alberta	23				23	
(including 6 re-issued)						
Nova Scotia		1			1	
First Class:						
Alberta (married)	9				9	
Elementary and Intermediate Class:						
Alberta	609				609	
(including 2 re-issued, 60 married)						
British Columbia		2			2	
Saskatchewan		10			10	
Manitoba		1			1	
Ontario		3			3	
New Brunswick		1			1	
Nova Scotia		2			2	
Scotland			1		1	
Second Class:						
Alberta (married)	21				21	726
(b) Permanent Certificates:						
Academic Class:						
Alberta	10					
(including 9 re-issued, 1 married)						
High School Class:						
Alberta	24					
(including 4 married)						
First Class:						
Alberta	277					
(including 56 re-issued, 192 married)						
Elementary and Intermediate Class:						
Alberta	423					
(including 37 re-issued, 52 married)						
Second Class:						
Alberta	177				911	911
(including 1 re-issued, 160 married)						
	1,612	24	1		1,637	1,637

N.B.—The table shown above includes in its Alberta list 501 certificates re-issued on account of change of name through marriage; 124 re-issued to teachers who have qualified for certificates of higher rank than those originally granted to them; 1 on account of "Change of Name."

In addition to the above General Certificates, Special Certificates have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

(c) Special Certificates:	
Advanced Certificate	17
Senior Certificate	84
Junior Certificate	565
Kindergarten-Primary Certificate	4
Total	670

In addition to the above, Provisional Certificates were issued to teachers who had partially completed their training in the Faculty of Education of the University of Alberta. They are required to return to the University to complete their training at a later date. Letters of Authority were issued to persons whose academic and professional training were satisfactory to the Department. This action was taken so that schools might be kept in operation which would otherwise be without teachers owing to war-time conditions.

Provisional Certificates, valid until June 30th, 1943	21
Letters of Authority, valid until June 30th, 1943	59

REPORT OF THE CORRESPONDENCE SCHOOL BRANCH FOR THE YEAR 1942

(G. F. BRUCE, *Acting Director*)

GENERAL REMARKS

In July, 1942, the Director of the Correspondence School Branch, Mr. J. W. Chalmers, M.A., M.Ed., joined the armed forces, and is now a Leading Aircraftsman in the Royal Canadian Air Force in Edmonton. In his absence, it is my pleasant duty to present the Annual Report of this Branch.

The general set-up of the Branch has been changed temporarily, from that of having a Director and Assistant Director, to that of having an Acting Director and a Section Supervisor in each section—Elementary, Intermediate, and High School.

I am confident that the Correspondence School Branch has rendered thousands of underprivileged students of this Province better service during the past year than during any year in the past. The great majority of the credit for this is due to the wise planning of the Director, who has built up this excellent service in just three short years.

The policy of having academic correspondence courses brought directly under the supervision of the Department of Education, as inaugurated in the summer of 1939, was completed in 1942. All correspondence courses for Grades I to XII are now being sent out by the Correspondence School Branch. The great majority of these have been prepared by members of the instructional staff of the school, and with two exceptions—Art and Mechanical Drawing—all lessons are corrected in the offices of the Branch.

The preparation of all lessons and courses for the full twelve grades involves reading source material, planning and arranging of courses, writing and proof-reading of manuscripts, cutting of stencils or preparing of multilith plates, further proof-reading, printing, assembling, punching and binding. These operations require not only considerable space, but also a large staff. The accommodation was entirely inadequate, but at this time I wish to report that at the end of the year we are quite comfortably situated. Our thanks go not only to officials of the Department of Education, but also to the Honourable Solon Low, the Honourable A. W. Fallow, and the Honourable Bruce MacMillan. I wish also to mention the assistance given by the King's Printer, the Purchasing Agency, and the Buildings and Maintenance Branch.

Elementary Section.

A marked increase in enrolment is to be reported from this section (see Tables 1 and 2 below). The active registration for the term September to December, 1942, indicates an increase of 305 over that of the same period in 1941. Prior to December 31, 1941, only one additional instructor was appointed to meet this emergency, but early in 1943 further assistance must be given to this section.

TABLE 1					
Grades	Pupil Enrolment (Sept./41-Dec./41)	Dead Files	Grades	Pupil Enrolment (Sept./42-Dec./42)	Dead Files
I	205	89	I	362	78
II	154	46	II	158	29
III	92	39	III	131	38
IV	72	17	IV	105	18
V	65	24	V	98	28
VI	56	16	VI	74	21
Total	644	231		928	212

The following table indicates concisely the conditions under which these pupils enjoy the privilege of obtaining instruction by correspondence:

TABLE 2		
	Sept./41-Dec./41	Sept./42-Dec./42
Unorganized Areas	245	195
Organized Areas (Approved)	50	46
North-West Territories	7	7
Schools Closed (not in strike area)	50	119
Medical Certificates	19	21
Adults	9	4
Eligible for Enrolment under The School Act	230	536
Hospital Cases	34	
Totals	644	928

Following our policy of former years, lessons of Grades I to VI inclusive were supplied to 171 children in the Social Unit of the University Hospital. In November of 1942 our services were extended in this field and lessons were sent to 31 *children* in the Junior Red Cross Hospital in Calgary. These lessons were prepared in our office, but the pupils are not registered by us and we assume no responsibility for the correcting of their work.

The splendid record of the Elementary Section is being consistently maintained, and Miss Robinson, the Section Supervisor, and her co-workers are to be commended for the service they rendered during the past year.

Intermediate Section.

The Intermediate Section of the Correspondence School Branch serves the interests of students of Grades VII to IX, who cannot enjoy the privilege of complete instruction in the classroom. During the past year the enrolment has increased in Grades VII and VIII, but it has decreased slightly in Grade IX (see Table 3).

TABLE 3			
Active registrations as at Dec. 31/41:		Active registrations as at Dec. 31/42:	
Grade VII	37	Grade VII	51
Grade VIII	55	Grade VIII	70
Grade IX	555	Grade IX	536
	647		657

We are not satisfied to see so many students of Intermediate grades cancelling their courses, but we are proud of the attainments of many of those who wrote the Grade IX Departmental Examination in June, 1942.

TABLE 4		
Achievement of Correspondence Students registered for the substantially Complete Course during the School Year 1941-42		
Total number of Candidates, 62.		
Standings obtained:	No.	%
A	35	56
B	22	36
C	4	6
D	1	2
Candidates for Examination	62	
Cancellations	100 as at Dec. 31/42	
Continuing on two-year basis	76 as at Dec. 31/42	
Total number of students registered in substantially complete course	238	

The student body as at December 31, 1942, included a few adults, a number of incapacitated students, students working entirely at home, and students taking Grade IX by correspondence in the classroom under the supervision of the teacher.

The farm labour shortage made it impossible for many students to get an early start, and numbers of students did not begin to submit lessons before November 1st. Late registration and the tardy commencement of lessons has always been a problem, but we shall not fail to seek ways and means of getting more students off to a prompt start early in the fall term.

In the summer several changes took place in the instructional staff of this section. However, early last fall all the teachers joined heartily in a policy of striving to obtain a more intimate knowledge of the students and of the circumstances under which they are studying. This, it is hoped, will encourage students to do their best from week to week, and help to reduce the number of cancellations. The instructors, without exception, are doing fine work under their Section Supervisor; Miss Ethel C. Hopkins.

High School Section.

In the High School Section, the amount of work done in the office has increased considerably. Source material must be sought out and carefully planned for presentation to the students. During the past year much of the time of several instructors was devoted to the preparation of a number of courses. It is hoped that these new courses will be usable over a period of three or more years, but frequent revision and rewriting is necessary if we are to render a high quality of service to our students.

With a view to giving more personalized service to correspondence students at the Grade X level, a definite plan for student guidance was worked out and put into effect in the fall of 1942. This entails a great deal of additional work, but it is a service which is deeply appreciated by the great majority of the Grade X students who are taking all of their courses by correspondence. This guidance is helping the student in his selection of courses, leading him to make satisfactory adjustments to life, and encouraging him to face and overcome his particular difficulties.

Another activity designed to encourage students to form new contacts and to develop personal interests is that of editing a school paper. This paper, "The Correspondent," is the students' work. The title is theirs—its lettering was submitted by a student—the articles are written by them, and they evidence just pride in their work. Students in all parts of the Province may share their ideas with others through the columns of "The Correspondent," and a fine school spirit is being developed.

Before leaving the Branch, Mr. Chalmers made adequate preparation for the needs of the fall term. With the increased work due to the taking over of all courses at the Grade XII level, more instructors had to be appointed. The excellent work done during the past school term pays high tribute to the Director's ability to choose very capable instructors. The staff has rendered splendid service and has worked faithfully under the able supervision of Miss Vada McMahan, the Section Supervisor.

It will be seen in Tables 5 and 6 that the number of courses being taken in December, 1942, as compared with December, 1941, has dropped considerably. The number of students enrolled shows a much smaller decrease. It is evident that students are registering for fewer courses. This should result in a reduced number of cancellations and better gradings on the courses taken; thus giving greater satisfaction to all concerned.

TABLE 5
NUMBER OF REGISTRATIONS BY GRADES

Grade	School Year 1940-41		Grade	School Year 1941-42	
	Classroom and Corres. Program.	Corres. Program. only		Classroom and Corres. Program.	Corres. Program. only
X	322	310	X	396	364
XI	223	399	XI	374	223
XII	294	635	XII	653	470
Sub-totals	839	1,344	Sub-totals	1,423	1,057
Teachers		454	Teachers		339
Adults		592	Adults		184
Grand Total		3,229	Grand Total		3,003

TABLE 6
SUMMARY OF TOTAL NET REGISTRATIONS BY COURSES AS ON DEC. 31

1940	6,770
1941	6,114
1942	4,990

Correspondence students taking French 1 or 2 are required to complete radio assignments. Lessons are given over the air, and I wish at this time to express our appreciation of the assistance given both by Mr. Donald Cameron, M.Sc., Director of Extension, University of Alberta, and of members of the staff of CKUA. Mr. Cameron succeeded in obtaining an outlet through CJCJ, Calgary, and recorded lessons in French are given over that station to students of the southern part of the Province. We know by the many letters of appreciation that these French broadcasts are of service not only to correspondence students, but also to many students who in some cases listen in, as classes, each evening we broadcast. Other broadcasts, designed to render special assistance to correspondence students are given weekly under the captions, "These Make History" and "Choose Your World." Many students have written letters of appreciation of our radio offerings, and not a few adults have made it known to us that they follow our broadcasts with interest. We are indebted to many business and professional men and women who have given of their time and talents with a view to helping our students-of-the-air to choose the vocation for which they are best fitted.

Administrative Section.

Without the complete co-operation of the members of this section of our staff, considerable difficulty would have been encountered. Filing, recording, accounting, typing, stencilling, mimeographing, and many other lines of work were carried out throughout the past year in a very highly commendable manner. Library books were carefully checked and service of a high order was rendered to those students who co-operated with the Librarian. The Branch Secretary, Mr. S. E. Kenworthy, directed the affairs of this section in a very satisfactory manner, and the work of the young ladies who occupied key positions cannot be commended too highly.

Many changes took place in the staff of this section. Young ladies came, gained some experience and resigned, only to take more remunerative positions. A special word of appreciation of those who in loyalty to the Branch have preferred to remain with it, is certainly not out of place in this report. It is confidently hoped that these young ladies will continue to find such satisfaction in their work in the Correspondence School Branch that they will remain with us during the years that lie ahead.

In closing this report, I wish to record my personal appreciation of the loyal support which each and every member of the entire staff has given to me. The degree of loyalty to the Branch is highly commendable, and it has only been with this high desire to help underprivileged youths of the Province that such things have been accomplished.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(W. H. SWIFT)

STAFF

The personnel of the inspector-superintendent staff again underwent considerable change during the year 1942. The following left the staff for reasons indicated:

Resignation—Mr. C. C. Bremner, M.A., Drumheller.

Enlistment—Mr. H. S. Baker, M.A., Foremost; Mr. I. Goresky, M.A., Consort; Mr. E. G. McDonald, M.A., Sangudo; Mr. R. E. Rees, B.A., Edson; Mr. R. J. Scottt, B.A., Edmonton (Sturgeon). (Of these, all but Mr. Scott were temporary employees, having joined the staff subsequent to the outbreak of hostilities, and hence technically resigned.)

Transfer to the Normal School Staff—Mr. J. W. Gilles, M.A., Peace River; Mr. H. A. Macgregor, M.Sc., Medicine Hat; Mr. A. W. Reeves, M.A., Pincher Creek.

In order to fill the vacancies created by the above withdrawals from the staff, the following appointments were made during the year:

Mr. Findlay Barnes, B.Sc., B.Ed., of the staff of Hillhurst Junior High School, Calgary, to Rocky Mountain House.

Mr. T. C. Byrne, M.A., of Sunalta Junior High School, Calgary, to Foremost.

Mr. W. R. Dean, B.A., principal of schools at Viking and Westlock, to Fairview.

Mr. E. M. Erickson, B.A., principal of schools at Olds, to Consort.

Mr. J. C. Hewson, M.A., Ph.D., to Castor. Dr. Hewson completed the work for his Ph.D. degree at the University of California.

Mr. E. W. Hinman, M.A., of Cardston High School, to Pincher Creek.

Mr. J. L. Sylvestre, B.Sc., of St. Joseph's High School, Edmonton, to Bonnyville.

Mr. H. B. Wilson, B.Sc., principal of the High School, Wetaskiwin, to Peace River.

At the end of the year there remained without inspector-superintendents four school divisions which had previously had them. Appointment to one only was planned, however, the others being taken care of by adjustments in responsibility, for two reasons. First, it seemed unwise to interfere unduly with high school organizations to get men during the term, replacements for the schools being most difficult to obtain. Second, the problem of reabsorption of enlisted men will be eased if vacancies exist on the termination of hostilities.

ORGANIZATION OF INSPECTORAL STAFF

The elementary and intermediate school inspectors are responsible for the supervision of instruction in Grades I to VIII and in Grade IX where such is part of an elementary and intermediate school organization. Each inspector acts also as superintendent of a school division, advising the board with respect to educational matters.

At the end of the year seven inspectors were acting as superintendent of two divisions. Those with heavy responsibilities were receiving some assistance in supervision from other inspectors who had fewer schools under their jurisdiction.

Three high school inspectors visit schools offering work exclusively above Grade VIII.

The following table shows the allocation of staff as at December 31:

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS

Inspector and School Division	No. of Districts	No. of Rooms in operation
J. D. Aikenhead, M.A., Macleod No. 28	70	78
Findlay Barnes, B.Sc., B.Ed., Rocky Mountain No. 15	79	105
T. C. Byrne, M.A., Foremost No. 3	144	72
X. P. Crispo, M.A., Olds No. 31	96	114
W. R. Dean, B.A., Fairview No. 50	44	46
E. M. Erickson, B.A., Neutral Hills No. 16	82	50
A. B. Evenson, B.Sc., B.Ed., St. Mary's River No. 2	62	110
A. R. Gibson, M.A., B.Paed., Lamont No. 18	60	104
Lorne Good, B.Sc., Foothills No. 38	82	94
J. R. S. Hambly, B.Sc., B.Ed., Acadia No. 8	101	49
F. Hannonchko, B.A., Two Hills No. 21	72	100
W. E. Hay, B.Paed., Stettler No. 26	90	99
J. C. Hewson, Ph.D., Castor No. 27	86	71
E. W. Hinman, M.A., Pincher Creek No. 29	48	82
W. E. Hodgson, B.A., Athabasca No. 42	111	120
G. F. Hollinshead, B.Ss., Edson No. 2 and Stony Plain No. 23	139	182
C. B. Johnson, B.Sc., Grande Prairie No. 14	110	124
W. S. Korek, B.A., Berry Creek No. 1 and Sullivan Lake No. 9	104	64
R. A. Kostash, B.A., Smoky Lake No. 39	79	120
L. W. Kunelius, M.A., B.Sc., Pembina No. 37	97	117
C. M. Lavery, B.A., Vermillion No. 25	102	102
J. J. LeBlanc, B.A., Clover Bar No. 13 and Sturgeon No. 24	170	238
R. H. Liggett, B.A., Drumheller No. 30	96	140
R. V. McCullough, A.B., Bow Valley No. 43 and E.I.D. No. 44	94	92
E. G. McDonald, B.A., Lac Ste. Anne No. 11	80	90
J. H. McLean, M.A., Holden No. 17	80	92
Munroe MacLeod, M.A., Wheatland No. 40	92	85
E. C. Miller, B.A., Provost No. 33	77	62
R. Racette, B.A., St. Paul No. 45	67	92
C. H. Robinson, M.A., M.Ed., Camrose No. 20	79	103
H. R. Ross, B.Sc., Ponoka No. 30	81	101
John Scoffield, B.A., Wetaskiwin No. 36 & Strawberry No. 49	104	127
E. C. Stehelin, B.A., Spirit River No. 47 and McLennan No. 48	101	123
J. L. Sylvestre, B.Sc., Bonnyville No. 46	64	78
L. A. Thurber, B.Sc., Red Deer No. 35	90	127
L. A. Walker, B.A., Cypress No. 4 and Tilley East No. 5	73	100
Robt. Warren, B.A., Killam No. 22	81	91
J. F. Watkin, M.A., M.Ed., Wainwright No. 32	75	75
E. W. White, B.A., Vegreville No. 19	73	92
Owen Williams, B.A., Taber No. 6 and Lethbridge No. 7	106	222
G. L. Wilson, B.Sc., Calgary No. 41	87	113
H. B. Wilson, B.Sc., Peace River No. 10	71	66
Total	3,753	4,312

DEPARTMENT OF EDUCATION

INSPECTORS OF HIGH SCHOOLS

Northern Alberta—D. M. Sullivan, M.A., Edmonton.
 Central Alberta—H. C. Sweet, B.A., Calgary.
 Southern Alberta—H. T. Sparby, M.A., Lethbridge.

Inspection of Elementary and Intermediate Schools

The following tables compiled from statistics supplied by the inspectors summarize the work accomplished during the year 1942:

TABLE OF MILEAGE

	Total	Average per Inspectorate
(a) Rail or bus	38,425	914.88
(b) Road	385,819	9,186.16
(c) Other means (Air, etc.)	471	11.21
Total	424,715	10,112.25

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

Inspection and Supervision:	Total days	Average days
(a) Schools in Division	2,823.25	67.22
(b) Schools in Inspectorate but not in Division	566.25	13.48
(c) Schools not in Inspectorate	10	.23
(d) Indian Schools	26.50	.63
(e) Private Schools	31	.73
Total	3,457.00	82.29
Investigations or Administrative Work:		
(a) Districts in Division	2,398	57.09
(b) Districts not in Division	202.25	4.81
Official Trustee duties	255	6.07
Attendance Work	209.50	4.98
Examination Work for Department	106.50	2.53
Teaching in Summer School	80	1.90
Other special work for Department	344	8.19
Reports, correspondence, office duties	3,637.50	86.60
Divisional Board Meetings	656.50	15.65
Conventions, School Fairs, Festivals, etc.	534.50	12.73
Total	8,423.75	200.55

NOTE.—In computing averages the number of inspectors as at December 31 (1942) has been taken as divisor. Since there were many changes of staff during the year, with inspectorates vacant for various periods, the averages must be regarded as approximate.

STATISTICAL REPORT OF ALL INSPECTORATES FOR THE YEAR
ENDING DECEMBER 31, 1942

DISTRICTS, ROOMS AND OPERATION

1. Total No. of Districts:			
(a) In Divisions, 3,439; (b) Not in Divisions, 314. Total			3,753
2. Total No. of Districts in which local school was operated:			
(a) In Divisions, 2,785; (b) Not in Divisions, 288. Total			3,073
3. Total No. of operating rooms:			
(a) In Divisions, 3,227; (b) Not in Divisions, 1,085. Total			4,312
4. Total No. of Schools:	(a) In Divs.	(b) Not in Divs.	Total
One room	2,387	76	2,463
Two rooms	272	45	317
Three rooms	51	47	98
Four rooms	26	52	78
More than four rooms	30	104	134
Total	2,766	324	3,090

This return does not include the cities of Edmonton and Calgary.

INSPECTION AND SUPERVISION

5. No. of rooms the work of which was inspected or supervised during the year and reports submitted to Department:	(a) In Divs.	(b) Not in Divs.	Total
Once	1,585	802	2,387
Twice	1,182	115	1,297
Three times	276	8	284
Four times	77	3	80
More than four times	24		24
	3,144	928	4,072
6. No. of rooms the work of which was not inspected or supervised during the year:			
(a) In Divisions, 226; (b) Not in Divisions, 141. Total			367

7. The following table summarizes the inspections or supervisory visits on which reports have been submitted to the Department:

Number of inspections or supervisory visits in the Divisions	5,205
Number of inspections in schools in the inspectorate, but not in the Division	1,021
Number of inspections outside of the local inspectorates	47
Total	6,273

8. The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-room schools of the Province for the December term:

Number of one-room schools in Alberta offering instruction in Grades IX, X and XI:	
Grade IX	1,093
Grade X	49
Grade XI	6

The total number of one-room schools offering instruction in Grades IX, X and XI (certain schools have more than one advanced grade) is 1,110.

Effect of Gasoline and Tire Rationing.

While superintendents generally have had an adequate supply of gasoline and rubber for the performance of their duties during the year 1942, they report unfavourable prospects for 1943. Tires are rapidly wearing out, and the second-hand tires available are of little value. So far no provision has been made for inspectors' needs other than the right to purchase used tires and certain re-treading privileges.

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY REPORTS OF DIVISIONAL SUPERINTENDENTS

Information received from the staff of inspector-superintendents regarding educational conditions and progress in their respective areas has been consolidated and appears below. The matters here reported on are chiefly in the fields of operation and administration. A summary covering supervision and instruction will be found in the report of the Supervisor of Schools.

A.—Financing of Schools

1.—Tax Collections.

Collection of taxes throughout the Province have been good, in sympathy with improved economic conditions. Limited quotas on wheat sales have affected the cash income of farmers in strictly wheat producing areas, but this fact has only slightly retarded tax payments. Despite limited sales, farmers have met their obligations under tax consolidation contracts. Areas where harvesting has been delayed report falling collections, but such areas are limited and the decrease of tax income not serious.

2.—Special Grants in Aid of Education.

Drought stricken regions of the Province have been designated as Special Areas, and School Divisions lying partly, or wholly, within their confines have received special grants. The Divisions so aided were: Berry Creek, Tilley East, Taber, Acadia, Sullivan Lake, Neutral Hills. Certain Divisions encumbered with large arrears of teachers' salaries at their inception received special grants to help reduce these obligations. These Divisions were: Edson, Grande Prairie, Rocky Mountain, Stony Plain, Pembina, Wetaskiwin. Special grants were paid to the following Divisions to assist in keeping requisitions within a reasonable limit: Foremost, Cypress,

Peace River, Lac Ste. Anne, Edson, Grande Prairie, Rocky Mountain, Lamont, Two Hills, Stony Plain, Castor, Pembina, Smoky Lake, Athabasca, E.I.D., St. Paul, Bonnyville, Spirit River, McLennan, Strawberry, Fairview. Certain small schools in pioneer areas were given assistance on a dollar-for-dollar basis, or some such appropriate ratio, depending on their success in making cash collections.

B.—Teacher Supply and Operation of Schools

1.—Effect of the War on School Operation.

The armed forces, Government work, and war industries have continued to draw heavily on Alberta's teaching personnel during 1942. The turnover at mid-summer was high. Lethbridge Division reported 48 new appointments in September; Vegreville, 45; Pembina, 55; Killam, 31. Many Divisions have lost nearly all their male teachers. Every man in the Medicine Hat and Drumheller Divisions entered the services. Red Deer has only six men on the staff; Bonnyville none; Clover Bar, 13 out of a staff of 110. The male membership of the Vermilion staff has decreased from 43 in 1939 to 15 in 1942. Camrose lost 20 men and five women to the armed forces. War needs have made inroads on high school staffs, making it difficult to obtain qualified teachers in Mathematics and Science.

Some Divisions report difficulty in obtaining certain school supplies, such as stoves and stove parts. Difficulty is reported also in making repairs to schools due to shortage of material and labour.

Numerous reports indicate a growing problem regarding janitor services. Much increased wages are being demanded, and in some districts no one can be interested at all. Districts burning wood report increasing difficulty in getting an adequate supply at reasonable cost.

2.—Supply of Qualified Teachers.

The supply of qualified teachers during 1942 was definitely inadequate. Student-teacher placements went far to remedy shortages; nevertheless some schools throughout the Province remained closed. At the end of the year the superintendents reported as follows: 255 schools were being taught by student-teachers from the Normal Schools; 80 schools were closed, the children being without education; 77 schools, which would have been in operation were teachers available, were closed, but the children were being educated in other schools under arrangements which varied in their adequacy from good to poor.

Many Divisions resorted to hiring veteran teachers with limited training in or understanding of the present school programme. In general, Divisions have met the teacher shortage by one or more of the following expedients:

- (a) Taking back into service married teachers whose certificates may or may not have lapsed during their years out of the classroom;
- (b) providing children with conveyance to a nearby operating school;
- (c) student-teacher placements;
- (d) correspondence courses.

3.—*Student-Teacher Scheme.*

The scheme instituted in 1941 whereby Normal School students serve for periods of varying length during the school year to provide service in schools which are without teachers has been received favourably. In general, the students are well reported on, and there is no question but that they have rendered a very valuable service to the children of the Province. It would appear that the arrangement should be continued. Valuable as the scheme is, it is not sufficient to cope fully with the shortage.

Superintendents have little comment to make by way of suggested change in the scheme other than some requests that good student-teachers be not required to return to Normal School until the summer. This is a most questionable procedure, since it implies a very considerable set-back in the field of teacher-training.

4.—*Teachers' Salaries.*

The year 1942 saw an upward trend in teachers' salaries, though superintendents still express dissatisfaction with established scales. More favourable wage rates in war industries and clerical positions have attracted teachers and drawn heavily on staffs. School boards, generally, have adhered to the \$840 statutory minimum, but have raised the maximum obtainable and have made slight increases in yearly increments. Foothills, Vegreville, and Medicine Hat Divisions exceed the \$840 minimum, the first two calling the excess a cost of living bonus. Negotiations have been completed between the A.T.A. and the Divisional Boards of St. Mary's, Lethbridge, and Foremost for schedules which embody substantial increases. Lethbridge and St. Mary's award a \$100 increment to rural teachers at the end of the first year, with successive increments of \$50 to a maximum of \$1,300 annually; Foremost, \$80 for each of the first and second years, with increases thereafter of \$50 annually. Liberal bonuses for experience varying from \$50 to \$100 per year are paid by each of these Divisions.

Increases of salary schedule rates appear to be in prospect quite generally, though the amounts of increase expected are not large.

No failures of School Divisions to meet salary obligations are reported.

C.—School Divisions

During 1942, the organization of the rural schools of the Province into School Divisions became complete. Only isolated districts now remain outside the Divisions. The last to be organized were Strawberry School Division No. 49 and Fairview School Division No. 50. During the year Tilley East and Cypress Divisions were amalgamated to become Medicine Hat School Division No. 4. The number of Divisions now stands at 49.

At the beginning of the year 1943, 42 inspector-superintendents served the 49 Divisions, some being responsible for two Divisions. In cases in which the load is unduly heavy, some assistance in supervisory work is provided by superintendents having smaller responsibility.

There follows a list of the School Divisions indicating the secretary-treasurer and superintendent of each as at December 31, 1942. Included also is a map of the Province showing the boundaries of the School Divisions.

DEPARTMENT OF EDUCATION

No.	Name	Secretary-Treasurer	Superintendent
1.	Berry Creek	J. A. Lukey, Sunnynook	A. B. Evenson, B.Sc., Cardston
2.	St. Mary's River	S. Hesketh, Cardston	W. S. Korek, B.Sc., Hanna
3.	Foremost	D. Terriff, Foremost	T. C. Byrne, M.A., Foremost
4.	Medicine Hat	F. G. McLaughlin, Medicine Hat	L. A. Walker, B.A., M.Ed., Medicine Hat
6.	Taber	H. J. Hart, Taber	Owen Williams, B.A., 532 15th St. S., Lethbridge
7.	Lethbridge	Mrs. Jean E. Glover, Lethbridge	O. Williams, B.A., 532 15th St. S., Lethbridge
8.	Acadia	C. G. Peterson, Oyen	J.R. S. Hambly, B.Sc., Oyen
9.	Sullivan Lake	H. K. Fielding, Hanna	W. S. Korek, B.Sc., Hanna
10.	Peace River	R. B. Manly, Peace River	H. B. Wilson, B.Sc., Peace River
11.	Lac Ste. Anne	F. W. Wiggins, Sangudo	James A. McKay, B.Sc., M.A., Sangudo
12.	Edson	Claude Clark, Edson	G. F. Hollinshead, B.Sc., 11140 127th St., Edmonton
13.	Clover Bar	Chas. Bowker, 10076 100th St., Edmonton	J. J. LeBlanc, B.A., 10713 98th Ave., Edmonton
14.	Grande Prairie	Miss B. Tissington, Grande Prairie	C. B. Johnson, B.Sc., Grande Prairie
15.	Rocky Mountain	J. Stronach, Rocky Mtn. House	F. Barnes, B.Sc., B.Ed., Rocky Mountain House
16.	Neutra Hills	C. G. Stillings, Consort	E. M. Erickson, B.A., Consort
17.	Holden	V. J. Reay, Holden	J. H. McLean, M.A., Holden
18.	Lamont	M. Woycenko, Lamont	A. R. Gibson, M.A., B.Paed., Lamont
19.	Vegreville	D. W. Kennedy, Vegreville	E. W. White, B.A., Vegreville
20.	Camrose	A. G. Lewis, Camrose	C. H. Robinson, M.A., M.Ed., Camrose
21.	Two Hills	P. M. Shavchook, Two Hills	F. Hanochocko, B.A., Two Hills
22.	Killam	H. T. H. Roberts, Killam	R. E. Warren, B.A., Killam
23.	Stony Plain	H. H. Wolfe, Stony Plain	G. F. Hollinshead, B.Sc., 11140 127th St., Edmonton
24.	Sturgeon	E. Meaden, 37 Gariepy Block, Edmonton	J. J. LeBlanc, B.A., 10713 98th Ave., Edmonton
25.	Vermillion	J. R. Robson, Vermillion	C. M. Lavery, B.A., Vermillion
26.	Stettler	Miss M. Fetherstonhaugh, Stettler	W. E. Hay, B.Paed., Stettler
27.	Castor	A. B. Wetter, Castor	Dr. J. C. Hewson, Ph.D., B.A., Castor
28.	MacLeod	D. S. Wood, Granum	J. D. Aikenhead, M.A., Clares- holm
29.	Pincher Creek	Miss J. G. Fraser, Pincher Creek	E. W. Hinman, M.A., Pincher Creek
30.	Drumheller	H. A. Evans, Drumheller	R. H. Liggett, B.A., Drumheller
31.	Olds	S. Gilson, Didsbury	X. P. Crispo, M.A., Olds
32.	Wainwright	G. W. Kenny, Wainwright	J. F. Watkin, M.A., Wainwright
33.	Provost	J. H. Cochrane, Hughenden	E. C. Miller, B.A., Provost
34.	Ponoka	Deforest Nelson, Ponoka	H. R. Ross, B.Sc., Lacombe
35.	Red Deer	Mr. R. C. Ives, Red Deer	L. A. Thurber, B.Sc., Red Deer
36.	Wetaskiwin	Russell Stevens, Wetaskiwin	J. Scofield, B.A., Wetaskiwin
37.	Pembina	Walter Burchett, Westlock	L. W. Kunelius, M.A., B.Sc., Westlock
38.	Foothills	J. W. Donald, High River	L. Good, B.Sc., Okotoks
39.	Smoky Lake	S. Antoniuk, Smoky Lake	H. A. Kostash, B.A., Smoky Lake
40.	Wheatland	H. C. Willson, Strathmore	M. MacLeod, M.A., Strathmore
41.	Calgary	F. R. McVeigh, 506 Burns Bldg., Calgary	G. L. Wilson, B.Sc., 3026 Glencoe Road, Calgary
42.	Athabasca	J. A. McIntyre, Colinton	W. E. Hodgson, B.A., Athabasca
43.	Bow Valley	A. E. Scaife, Cluny	R. V. McCullough, A.B., Bassano
44.	E.I.D.	G. E. Smith, Brooks	R. V. McCullough, A.B., Bassano
45.	St. Paul	J. A. Hamilton-Langlois, St. Paul	R. Racette, B.A., St. Paul
46.	Bonnyville	W. J. Chester, Bonnyville	J. Sylvestre, B.Sc., Bonnyville
47.	Spirit River	John Paul, Spirit River	E. C. Stehelin, B.A., McLennan
48.	McLennan	Miss Phyllis Turninga, McLennan	E. C. Stehelin, B.A., McLennan
49.	Strawberry	W. A. Bradbury, Thorsby	J. Scofield, B.A., Wetaskiwin
50.	Fairview	Mrs. M. F. Malkinson, Fairview	W. R. Dean, B.A., Fairview

(a) *Capital Expenditure and Repairs.*

It is now the rule for building programmes to be met out of current revenue. There have been a few cases of small borrowings spread over five years. In one Division a special $\frac{1}{2}$ mill rate is levied to be used for construction. One Division has a capital reserve for building.

It is a pleasure to note that even in remote areas some modern school buildings are being erected with full basements, furnace heating, and acceptable sanitary arrangements.



A few Divisions report the employment of a full-time repair or utility man. This plan is generally reported on with favour.

(b) *Dormitories.*

The provision of dormitory accommodation continues to spread. These provide economical living for rural boys and girls away from home. There are now 20 of these in operation. The cost to the pupil is usually \$12.00 per month. In some instances this covers the cost of operation, but in some cases subsidization is necessary. Capital outlay varies very greatly. The major problem seems to be supervision, the procuring of suitable persons being aggravated by the war.

Several superintendents report that their boards are considering the provision of dormitory facilities.

(c) *High School Instruction.*

The provision of advanced instruction continues to be one of the major problems facing the Divisions. It is being met in a variety of ways:

1. More two-room schools;
2. Centralization of schools;
3. Van service;
4. Arrangements with town and village schools;
5. Dormitories;
6. Correspondence courses.

It would seem that the trend is towards centralized schools, especially in the south. These schools provide not only high school facilities, but also graded school benefits for all children. In addition to graded classrooms, the pupils often have other benefits, such as gymnasium, shop, library and sanitary toilet accommodation.

While many districts are still without any adequate service, the picture—taking the Province as a whole—is greatly improved over a few years ago.

(d) *Conveyance.*

There has been a general increase in the amount of van service and allowance in lieu of conveyance provided during 1942. This is occasioned by two factors. The first is the formation of large and small centralizations with the corresponding closing of one-room schools. The other is the inability to operate schools because of teacher-shortage. The situation is met when possible by providing transportation to adjacent schools.

Some Divisions operate no vans. In others, over 20 are in service. There is no fixed pattern of arrangement. In the main, however, the Divisions do not own the equipment, but let the conveyance by contract.

In Divisions which allow payment to families in lieu of conveyance, it is customary to have a schedule so that payment is on an equitable basis.

(e) *High School Fees.*

The law provides that a School Division must pay the fees, to a \$35.00 limit, on behalf of students taking high school work outside the Division, provided it is not made available within. There

appears to be no difficulty in this connection. Some Divisions pay a little more than the amount required by law.

A problem appears to present itself when the Division pays fees for correspondence work—in that students register but do not proceed faithfully with the work. A number of boards have found it necessary to protect themselves by various devices, deposits, returnable payments, registration fees, etc. It would appear that there is no attempt to avoid responsibility, but merely to make sure that the Division is not being called upon to pay for a service which is not being fully utilized.

(f) *Janitor Services.*

The provision of adequate janitorial service for one-room schools has long been a bothersome problem. The size of the job and the reasonable remuneration are not sufficient to attract and hold responsible persons. Inferior service has been put up with because the board has had little hold on its servants.

The superintendents' reports indicate some favourable developments, though war-time conditions are being felt as a negative factor.

1. Written contracts are becoming common, with a definite schedule of rates of pay, including regular and extra services.

2. Detailed statements of duties are being placed in janitors' hands, so that there will be less misunderstanding and evasion of responsibility.

3. The right of the teacher to supervise the janitor is formally recognized.

Arrangements reported other than direct payment of a janitor are: (1) Payment of teacher a monthly sum, she to make her own arrangements; (2) pupils do janitor work to earn money for extras; (3) teachers do janitor work in return for use of teacherage.

(g) *Health Service.*

Not much progress is noted with respect to health services. Macleod Division reports \$2,500 budgeted for a school nurse, but they were unable to engage one. Health units, where established, appear to serve the schools well. Some of the remote Divisions receive fine assistance from the District Nurses of the Department of Health.

At least one Division has a contract with a medical doctor for inspection of schools and examination and immunization of children.

Many Divisions report that First Aid kits are placed in all schools.

There is no question but that improved health service is a crying need in most areas, and must have early attention on the cessation of hostilities.

(h) *School and Pupil Supplies.*

The provision of school supplies appears to be on a regular and fairly generous scale. Samples of requisition forms submitted show a good variety of materials available. These will be increased as time goes on.

With respect to pupil supplies, the Division which does not have some scheme is the exception rather than the rule. About one-

third of the Divisions supply free to pupils basic materials such as pencils, ink, scribblers, note-books, crayons, etc. Few supply text-books. Most of the others purchase these supplies wholesale and have the teachers sell them at cost. This imposes a burden on the teacher, especially in the handling of money, but no doubt results in very considerable saving.

Divisions which give free supplies have adopted various schemes to counteract tendencies toward carelessness and prodigality.

(i) *Libraries.*

The improvement in school library facilities has been one of the brightest spots in the development of school divisions. A great deal remains to be done, and the results vary greatly from area to area, but there can be no question that the total of the available books and the quality and effective use of them has increased enormously.

Steady progress in building up school and divisional libraries is reported. One Division spends \$10 annually on each individual school library and \$600 on books to be placed in circulation.

The circulating library, boxes of books going from school to school, gave great promise and has been effective in some Divisions. In some it has not been so effective. The objections are two-fold: the problem of transportation from school to school, and the fact that the books which arrive are not the ones most desired at any particular time.

The trend now appears to be to build up in each school a basic library and to have at the divisional office a comprehensive supply of books for circulation. The teacher is supplied with a catalogue and writes for such books as she needs. The Postmaster-General has in effect a most attractive postal rate for school libraries.

(j) *Supervision.*

The visit to the school followed by a conference continues to be the most valuable supervisory device.

Special types of supervisory activity reported are:

1. Frequent visits to new Normal School graduates;
2. Taking new teachers to spend a half-day with an experienced one.
3. Meetings with small groups of teachers on Friday afternoon or Saturday morning;
4. Institutes with formally prepared programme;
5. Regular or intermittent bulletins giving information and direction;
6. Attendance at local A.T.A. meetings;
7. Visits to all schools in company with sub-divisional trustee.

While the major pattern of visit is the half-day call, there is developing a greater use of shorter visits for specific purposes, especially follow-up visits to new and reinstated teachers.

D.—Conventions, Festivals and Other Special Gatherings

The usual spring Convention for the Province was held in 1942 at Calgary. Alberta was fortunate in having as guest speaker Dr. Drayson Kefauver, Dean of the School of Education, Stanford University. Dean Kefauver brought messages which were progressive, stimulating, sane, and thoughtfully delivered. He did much to crystalize and harmonize educational viewpoints.

Fall conventions were held in sixteen centres. The numbers in attendance varied from 25 to 900. In general, there is criticism on the part of superintendents with respect to the large fall convention. They regard the fall meeting as their one opportunity to meet their staffs as a whole, and in the large convention this opportunity is lost. On the other hand, it is conceded that the teachers favour it and that there is some advantage in the matter of procuring speakers of note.

Fifty-five teachers' institutes are reported, all regarded favourably. Several superintendents refer also to teachers' meetings of various sorts not designated institutes. Local A.T.A. meetings are attended in some areas, though it would appear that in the main these organizations do not flourish.

The School Fair has almost passed out of the picture. Only eight are reported.

On the other hand, there is considerable interest in Musical Festivals. Twenty-eight are reported. These appear to be highly regarded by the superintendents.

The popular event is still the Sports Day. Seventy-two are reported, not including an unstated number of lesser and elimination contests.

There can be no question that events such as these have great value for rural children, broadening their view as well as increasing their skill.

A number of Home and School Association meetings are mentioned, and a number of meetings of somewhat similar nature though no formal organization exists.

It is reported frequently that due to war conditions, various of the above gatherings or events may be discontinued.

E.—Report of the Inspectors of High Schools

(Consolidated by D. M. Sullivan, M.A., Inspector of High Schools)

High School Instruction.

In the spring term there was a shortage of farm labour in some sections of the Province, hence representations were made to the Department of Education to exempt farm boys from attendance at school during the season of seeding operations. Most of those who absented themselves during seeding were from Grades X and XI. Since schools had been closed the previous September for three weeks, it was necessary for teachers to speed up the rate of coverage very appreciably, and the period usually devoted to review was greatly reduced. In the Fall of 1942 the shortage of labour for harvesting was acute, and it was again necessary to allow a period of four weeks for boys and girls to assist in taking off the crops and give other aid to the hard-pressed farmers. Unfortunately, September was a rainy month, while October was highly favourable for harvesting; the net result was that a great many schools were unable to get under way until late in October. It had been distinctly understood, when leave was granted, that students would choose the four most favourable weeks in September and October, but in spite of this express provision many students remained out of school in inclement weather as well as in fair. No

system of granting credits can for such a prolonged period make up for the loss of valuable school time which is ordinarily spent on study, research, experiment, exposition, and manual effort.

Effects of the War on Operation of High Schools.

The number of high school teachers who have left the profession to enter the Armed Services or to do other war work has now become so large that the available supply of experienced and well-qualified teachers has become practically exhausted. During the past year there has been a noticeable movement of teachers holding First Class certificates, but with no University training, from rural schools to high school classrooms. Some are doing commendable work; others because of lack of recent contact with high school subjects, are finding their tasks difficult and beyond their capacity. Another trend, arising from the scarcity of high school teachers, results in the appearance on high school staffs of teachers holding Elementary and Intermediate school certificates, valid for teaching the subjects of Grades IX and X, but not beyond X. Many vacancies last Fall were filled by members of the accelerated class of the Faculty of Education, who had begun their teacher-training course in May.

In many of the high schools the enrolment shows a decrease. Older boys and girls have joined the Forces or have taken positions made available by the enlistment of their elders; opportunities for remunerative service have attracted many who would otherwise have continued their education. There has been a marked increase in the number of cadet corps organized in the high schools for training Army Cadets, Sea Cadets, or Air Cadets.

An example of school activity which derives motivation from the desire of students to make contributions to the war effort is indicated in the following summary of enterprises in the Red Deer High School:

"The Junior Red Cross has six subdivisions, and every girl in the school belongs to one of them. Thirty-five form the Overseas Group. This group buys the materials and packs the boxes which go to the ex-students of the school who are overseas. They also write letters to them and to the ex-students who are stationed in Canada. The Overseas Group packs and mails the boxes, but the whole school raises the money to buy them. Each box costs two dollars, and there must be one hundred dollars in the bank before shipment can start. The Sewing Group made a quilt which was raffled. In the middle of it was a large red cross on which was embroidered the name of every student in the Forces who in the last eight years had attended the High School. The Marionette Group is planning a money-making project for later in the year. Every Wednesday and Saturday they are whittling puppets. The Art Class is painting miniature scenes. The Creative Writing Class is preparing short plays. The Dramatics Class will present the puppets in a show to raise more money to send boxes overseas. The Play Group prepared a play, "Danger, Girls Working," and the Music Class and Glee Club will swell the fund when they present an operetta. The Knitting Group does not raise money, but twenty-four girls have produced an amazing number of socks, sweaters, and dresses, and they are making an afghan in the school colors. Some of the socks and sweaters go into the boxes for overseas, but they can't keep abreast of the demand. The Home Nursing Group believes that nursing and first-aid training will fit them for work that may some day be needed by their country. All the groups are co-ordinated under a central student-executive.

Every boy in the school belongs to either the military cadets or the air cadets, and the rivalry between the two units is keen. The military cadets meet every Monday and Wednesday, practicing foot drill, physical training,

signalling and shooting. The air cadets meet every Wednesday in the Armories and on Thursdays they go to the Penhold Air School for instruction in theory of flight."

Equipment, Accommodation and Organization of High Schools.

Priorities on building materials have affected the will to build, and it is unlikely that school boards will give much attention to improving the accommodation for some time to come, other than casual repairs and maintenance of present buildings. During the past year existing facilities have been well maintained, and sufficient equipment has been purchased to replace worn-out apparatus and keep up-to-date; but some school boards have found it necessary to obtain a priority rating before being able to procure certain items of science apparatus.

The number of classrooms under our jurisdiction, and the corresponding figures for 1941 are as follows:

	Rooms, 1942	Rooms, 1941
(a) Edmonton, Calgary, Lethbridge, and Medicine Hat	231	261
(b) Other centres, schools of:		
One room	144	163
Two rooms	180	174
Three rooms	75	75
Four or more rooms	134	127
(c) In Private secondary schools	76	69
	840	869

During the year 1942 we made a total of 541 individual inspections, and issued 541 high school reports on teachers. In addition, we made the usual general report for each high school visited; this general report includes comments for the files of the school board on the accommodation, the equipment, and the general organization. The principal of each school visited received a copy of the general report. Other duties besides that of inspection occupied a good deal of our time. The year of 290 days was occupied as follows:

AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES	
Duties	Average days
Inspection	89
Investigations and meetings	6
Travelling	16
Reports and correspondence	76
Clerical work, Form A	16
Examinations	59
Special work for the Department of Education	9
Committee meetings	13
Conventions	6
	290

Rationing of gasoline and rubber has had the effect of increasing the mileage covered by train or bus. In the table below, the term "other means" included trips with Divisional superintendents, lifts with other travellers, and some trips by livery.

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS		
	Total	Average
(a) By car	12,252	4,084
(b) By train or bus	17,082	5,694
(c) By other means	1,038	346
	30,372	10,124

Qualifications of Teachers.

The following table shows the qualifications of the teachers in the publicly supported high schools:

NON-URBAN	
1. Bachelor's or higher degree:	
(a) With High School Certificate	116
(b) With Academic or First Class	165
(c) Lower than First Class	1
2. First Class Certificate without degree	247
3. Vocational Certificates	3
4. Junior High School Certificate	10
5. Elementary and Intermediate School Certificate	9
EDMONTON, CALGARY, LETHBRIDGE AND MEDICINE HAT	
1. Bachelor's or higher degree:	
(a) With High School Certificate	18
(b) With Academic or First Class	170
2. First Class Certificate without degree	26
3. Vocational Certificates	15
4. Elementary and Intermediate School Certificate	2

General Elective Subjects.

The following table shows the extent to which the various options or general electives are offered in the non-urban high schools:

Bookkeeping 1a	92	General Shop 1	82
Stenography 1a	15	General Shop 2	56
Typewriting 1a	130	Gen. Mathematics 1	154
Art 1	111	Gen. Mathematics 2	6
Art 2	5	General Science 1	10
Music 1	83	General Science 2	1
Music 2	5	Vocations and Guidance	122
Biology 1	166	Law	41
Mechanical Drawing	2	Physical Education 2	1
Needlework	20	Psychology	101
Geology	110	Sociology	92
Dramatics 1	79	Survey of English Literature	48
Dramatics 2	2	Economics	71
Home Economics 1	67	Creative Writing	12
Home Economics 2	39		

Quality of Instruction.

Each of the four main bulletins outlining the Courses of Study stresses the importance of English as a basic and compulsory subject. One of the aims of the present high school curriculum in Alberta is to make every teacher a teacher of English. The tendency in some small high schools to cycle English invalidates this aim; hence, to offset the handicaps imposed on a student who misses this highly vital subject, we have this year instituted a system of affidavits by which the teacher in such a school gives an undertaking to devote special attention to written and oral composition, including English usage and remedial English in all subjects. This special attention, of course, is implied in the curriculum for all schools, since "the students' skill and correctness in oral and written Language is the concern not only of the teacher of English, but also of the teacher of Social Studies, Science, Mathematics and all other subjects." (Quotation from the cover page of each Bulletin of Study Courses.) The task of making every teacher language conscious is a difficult one, but results as observed on examination papers of Grade XII from year to year afford some ground for optimism.

Latin is chosen far too frequently in schools where the mother tongue is not English; in the small high school Latin is not a profitable subject to offer through to the Grade XII level, since it is difficult, abstruse, and must for Matriculation be pursued for three years. In the larger high schools results in Latin are more satisfactory than in the small high schools; but they are not as satis-

factory as the results in French, mainly because teachers of the latter subject are, as a rule, more highly skilled in the language itself and in effective methods.

Dramatics is a popular subject, but it requires some outlay for scenery and demands more spacious quarters than the more bookish electives. The socializing influence of Dramatics in a small community makes it highly worth while, and it can be correlated with English to the advantage of participants and audience, provided discrimination is shown in choosing selections of good literary and dramatic content.

One of the immediate effects of the war was the loss of skilled instructors in Shop subjects. Replacements are exceedingly difficult to make, and it is probable that some reduction will have to be effected in the number of centres now offering these electives.

Vocations and Guidance would probably be a more purposeful and effective course if it were made compulsory for the first two years of high school. Teachers of Art are beginning to develop in their students better standards by which to evaluate works of art in their relation to the home and the community. Music instruction also shows improvement, with increased emphasis on ear-training and sight-singing, and music appreciation, as opposed to rote singing and unrelated theory.

So many of our best Mathematics teachers have accepted positions as instructors in the Air Force, Navy and Army, that it is doubtful if the more inexperienced teachers who are replacing them will be able to maintain the high standards of instruction. Most teachers appreciate the new and refreshing approach to Trigonometry and Analytical Geometry provided by the new text-book. Feeling is general, however, that a revision of certain sections is necessary in order to make them more suitable in high school classrooms. The book provides a very acceptable integration of Trigonometry and Geometry, and also supplies numerous exercises based on practical applications of the theory. There is still a tendency for teachers of Algebra 1 to try to cover all the detail in the text; others touch some topics lightly so as to have more time for material which provides a background for Algebra 2. Classes in General Mathematics continue to be small, and comprised almost exclusively of students who obtained only "C" standing in Grade IX.

Sociology and Psychology are well handled; some of the most lively and stimulating discussions in high school classrooms take place during the periods when these subjects are scheduled. Law is not as popular as some of the other options, but it should be recognized as a valuable course in these days when the very foundations of our society are being subjected to minute and critical scrutiny. Survey of English Literature supplements the work of the compulsory English courses, and is of particular value and interest to those who have a literary bent. The Creative Writing course for Grade XII is chosen mainly by students who have very special aptitude for self expression; unfortunately many who could profit from this course already have a full programme of academic subjects.

In Social Studies genuine progress has continued in the development of co-operative procedures which implement the objectives of the course. Learning has become a more active process through

application of the principle of division of responsibility within the class group in research, in preparation and presentation of reports and findings, and in evaluation, guided by the teachers, of the contributions of the group members. It is becoming the rule to plan and equip the library room for group study. The scope of Social Studies now definitely includes appreciation of the privileges and responsibilities of Canadian citizenship, of British and democratic aims and ideals, and of Canada's part in the war effort of the United Nations.

The number of schools in which Typewriting is taught increases each year. It is a skill which demands the teacher's precise instruction, careful guidance and close supervision.

The science courses are well taught, but an appreciable number of our best teachers have left the classroom for war services. The study of Chemistry and Physics is receiving a noticeable stimulus from the emphasis placed on these subjects by the branches of the Armed Services, particularly the Air Force. There is some demand, on the part of Chemistry teachers, for a new and up-to-date text-book for use in Grade XII. In Biology, text-book material is suitably supplemented with practical work involving flower and animal specimens. Some teachers hesitate to teach Geology because they have no special training, but they become enthusiastic after undertaking a more practical approach to the subject, including field trips. Science teachers are largely in agreement that the courses in General Science would provide the correct type of training for the majority of our students; as long as General Science cannot be recognized for credit toward Normal Entrance or University Matriculation, however, it will continue to be unpopular as compared with the academic sciences.

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year has been one of difficulties owing to conditions induced by the great global war. War activities have drawn heavily upon the personnel engaged in the type of work coming under the general caption of technical education. This personnel, both of men and women, possesses qualifications in demand for war services because of which they have been readily sought and accepted. The situation would have been more serious if there had not been quite a large number of experienced teachers apply for specialized instruction in the Summer School to qualify themselves for the vacancies which occurred. As it is, nearly all schools were able to carry on without a very serious compromise being made in application of the working rules of the Department in regard to teachers' certification. A few of the smaller schools have had to withhold this service because of their inability to secure qualified instructors. The difficulty in securing equipment and tools has also been a factor in the growth of this service to include new centres. Several School Boards have postponed organization pending a clearance of these difficulties at the conclusion of the war. It has been difficult to secure suitable material with which to work. Hardwood and plywood are

practically off the market. Metal in any form is very scarce and power equipment is practically unavailable. In the light of the existing conditions, I have ceased to aggressively propagate this type of educational service while the urge for support of specific war necessities is so pressing. I have devoted my time more to the consolidation and improvement of what already exists than to the development of new services. Notwithstanding existing conditions, Provost erected and equipped three fine additional rooms for General Shop, Home Economics and Commercial work. Ponoka expanded the service they had been offering to include Home Economics for the girls co-operating with Bentley, Hoadley and Bluffton in establishing an exchange service involving the four schools. Five centres—Two Hills, Derwent, Myrnam, Hairy Hill and Willingdon—in co-operation, began work in September. There are several other centres that were ready to introduce practical subjects, but were deterred by existing war conditions. I have suggested that it is proper to postpone organization until there is again available an adequate supply of qualified instructors and equipment and supplies are easier to obtain.

It is pleasing to note that this type of service has become, in the main, generally acceptable. Where the instructor is competent in attaining the objectives of the programmes, it is correct to state that all concerned are enthusiastic over the results attained. It is true that in some cases it is just another subject, in which case the results are disappointing. There is no doubt that an enthusiastic teacher, with a vision of the possibilities at his or her command, and with some technical skill, can do wonderful things in inspiring school work so that boys and girls do better work in all the phases of school life. There has been enough experience accumulated in this regard in Alberta schools to justify the time and extra expense involved and to warrant the enthusiasm of those in support of this phase of school life. Some of the centres developing the basic idea in the modern Home Economics programme are real inspirations. To have the privilege of working through the problems involved to such successful issues is to insure a better general standard of home life in the community. While the activities involved are diverse, there is no letting down of the possible standards of attainment in the fabric and food aspect of the subject.

In Alberta it is remarkable that such results have been attained, in the main, by instructors who have had to depend on summer-school programmes as their exclusive opportunity for training. It is well to have a thorough and sound training such as the University gives to Home Economics graduates, but it is particularly gratifying what some young women have been able to do who have not had the opportunity of a University course. It is worthy of note that the more recent graduates who have had the opportunity of observation and experience in teaching procedures through the new Faculty of Education have shown a remarkable improvement over graduates who were not so privileged. I hope that the provision of actual practice facilities in General Shop and Home Economics may not be long postponed as an integral phase of teacher-training service provided at the Faculty of Education. I would like to assure the governing authorities that a real need for such service exists in the Province, and there is distinct promise that this need will be permanent.

I wish to call attention to a phase of the Home Economics programme that should have far-reaching results in the home life of Alberta. I refer to the stress being given to the introduction and use of electrical equipment in the Home Economics departments. This is particularly significant because of the stimulus it gives to the extended use of this type of energy in the rural home. In all, there are about 25 schools equipped with electric ranges and some have elaborate electric accessories such as washing machines, refrigerators, electric irons, hot water heaters, toasters, and mixmasters. It may be argued that some of these pieces are not justified by the amount of service there is in school for them to perform. This may be quite true. The main argument for their installation is not service, but in creating an effect upon the children who gain experience in their use. They are educational tools comparable to power machines in the boys' shops. It is a leading contribution towards the development of a mental attitude towards the use of electricity as a servant of man and woman. An outstanding resource in Alberta is its power resource, in water on the eastern slope of the Rockies, in coal, in oil and in natural gas. There is no fundamental reason why the use of electricity should not become more universal. In the earlier days the Province was netted with telephone lines with a single service to perform—verbal communication. It is not impractical to net it similarly with power lines with which are associated myriad types of service. With a power line to a centre it is possible to light, heat, refrigerate, clean, milk, churn, sew, launder, iron, cook, ventilate, entertain, measure time, and do myriad other routine things. For the man, electric power will grind grain, saw wood, grind tools, operate machines, charge batteries and perform in numerous ways. There is no other modern device more generally useful to man than is the use of electric power. To assist in this more general use of electric power is to contribute to the emancipation of man from much of the dull backbreaking experiences particularly characteristic of rural life. Under co-operation the expense is not excessive to the individual. To make Alberta citizens aware of the feasibility of its use is one of the most constructive services that can be rendered at the present time. The most effective propaganda is for Alberta citizens to actually experience its use, from which will arise a mass demand for its service. Here is an opportunity for the school to exercise a leadership in social service, a legitimate outcome from social studies. With quantity use the economic aspect of the installations is made easier. Here is a phase of reconstruction after the war that really is worth while and that is universal in its scope. No province is more highly endowed by nature in this respect, and it is a social crime to retard the wider development of electrical power.

Other communities have been aware of the significance of electrical power in common use. Manitoba's commission studying the problem has reported on details involved in the general distribution of electrical services throughout the Province. Many areas in Europe and American are electrified. Soviet Russia occupies a foremost position in this respect. Anything that hastens the day of general electrification of Alberta is a step in advance in the socialization of Alberta. Electricity can make a major contribution in making rural life more attractive to young people and so help to stem the tide toward urban living. Many social problems among young

people would be solved with the wider distribution of electrical power in rural areas.

During the year 1942, there were 169 shops equipped and in use throughout the Province, and 127 separate centres equipped and giving instruction in Home Economics. Several of these centres were operated by teachers who travelled from centre to centre according to a fixed schedule. The groupings organized to date are: Radway Centre, Waskatenau, Warspite, Smoky Lake, and Vilna; Willingdon, Hairy Hill, Two Hills, Myrnam and Derwent; Vegreville, St. Martin's and Mundare; Tofield, Ryley, Holden, Bruce and Viking; Ponoka, Rimbey, Hoadley and Bluffton; Red Deer and Innisfail; Lacombe and Stettler; Trochu and Pontmain; Bashaw, Mirror, Erskine and Great Bend; Beiseker, Kathryn, Swalwell, Acme and Antler; High River, Nanton and Parkland; Coleman and Blairmore; Stirling, New Dayton, Warner and Wrentham; Barons, Nobleford, Coalhurst and Barrhill; Diamond City, Huntsville, Turin and Picture Butte; Taber and Barnwell. By and large, these combinations are working successfully. If such an arrangement were not possible, two-thirds of these districts would not conduct these courses because of the inability to secure instructors.

In addition to equipped centres offering Shop or Home Economics, there were six schools offering programmes in mechanical drawing, a course that requires a minimum of equipment and that may be offered in a regular classroom. Also there were 17 schools giving a similar course in needlework, some very superior work being done in some cases.

I have not been able to give much attention to the Evening School programmes in practical subjects. These have been sustained in the cities of Calgary and Edmonton with somewhat reduced attendances. In other centres where good General Shops have been set up and where there is a competent instructor available, there has developed a demand for Evening Classes for adults, chiefly along tool using lines. This natural growth has been encouraged, and good results have been attained in some districts. It is quite impossible to give these the supervision they deserve and at the same time cope with the problems that arise in the care of about 300 other rooms. We are close to the period when the Evening Class should receive more intensive encouragement.

The following is a report written by Principal James Fowler of the Provincial Institute of Technology and Art on the operation of this service for the year:

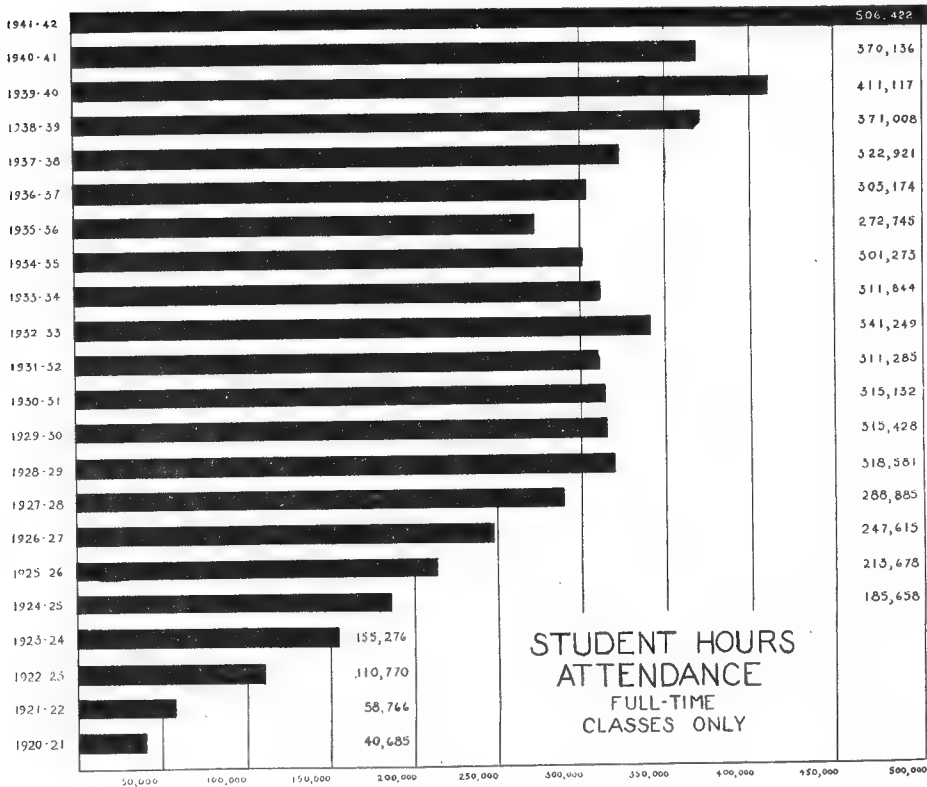
"Throughout the year the work of the Institute followed very much the same pattern that it did during the Fall of 1941. The plant at the Grandstand Building, Victoria Park, was operated continuously from 8:00 a.m. till midnight five days per week, and from 8:00 a.m. till noon on Saturdays. During the day shift the facilities of the plant were used mainly for Institute students, with classes from the War Emergency Training Programme being fitted in wherever space and equipment could be provided. In the evening the War Emergency Training Programme was given priority, with the result that certain potential civilian Evening Classes had to be cancelled because the equipment for them was being fully occupied by the W.E.T.P. This was notably true of classes in Machine Shop, Radio and Electricity. In assigning space and equipment to the

various groups whom the Institute serves, priority has been given as follows:

- (1) Institute full-time Day Courses.
- (2) W.E.T.P. full-time courses.
- (3) Institute Evening Courses.

The enrolment in all these courses from July to December in 1942 shows a decrease as compared to the corresponding period in 1941. The Department of Correspondence Instruction, however, has shown a very satisfactory increase in its enrolment. This is shown in the following table:

ENROLMENT IN ALL COURSES FROM JULY TO DECEMBER, 1941 AND 1942				
1941—				
Institute Courses	Day	Evening	Correspondence	Total
W.E.T.P. Courses	207	190	57	454
	53	329		382
Total				836
1942—				
Institute Courses	Day	Evening	Correspondence	Total
W.E.T.P. Courses	169	183	64	416
	74	141		215
Total				631



The total enrolment at the Institute for the school year 1941-42 is shown in the accompanying table:

	Day	Evening	Correspondence	Total
Aeronautics	30			30
Army Classes		213		213
Art	52	21		73
Auto. Mechanics	28	15		43
Automotive Electricity	4			4
Building Construction	3			3
Building Trades		22		22
Carpentry		10		10
Diesel Engines	3			3
Drafting, Mechanical	3	23		26
Drafting, Metal		15		15
Dressmaking and Millinery	21	24		45
Electricity	34			34
Estimating		15		15
Farm Construction	6			6
Machine Shop	29			29
Mining	7		48	55
Oil Chemistry		15		15
Show Cards		13		13
Steam			141	141
Summer School, Banff (Art only)	73			73
Tractors	17			17
Tractor Mechanics	11			11
War Emergency Services	104	416		520
Welding	37	33		70
Plumbing		10		10
Sheet Metal (Aeroplane)	30			30
	492	845	189	1,526

It is interesting to note that during 1941-42 the service rendered by the Institute in full-time courses (as measured in student-hours of instruction) reached an all-time high record. For the first time in the history of the Institute, this service exceeded the half-million mark. The graph which is part of this report indicates the growth of this service throughout the years.

With reference to the work of the Department of Correspondence Instruction, Mr. A. Higgins, Supervisor of that Department, supplies the following interesting comments:

"The following table shows the number of students receiving service from the Correspondence Department of the Institute during the past three sessions:

1939-40	171
1940-41	159
1941-42	189

The enrolment for the session 1942-43 is running a little ahead of last year's enrolment at this date, and will show about the same rate of increase if it continues.

In the past three years many of our students have enlisted or transferred to other occupations. The steam students have as a rule joined the navy, and are thus still carrying on at their own trade and in practically every case continuing with their courses, but the mining students have in many instances changed their occupation entirely, and are probably lost to the industry, unless some attempt is made in future to ensure more stable conditions of employment in mines. Several steam engineers in the navy who were not previously enrolled with us, have taken courses of their own accord, and others have enrolled through the Canadian Legion Educational Service. Our courses are listed in the C.L.E.S. bulletins, and half of the usual fee is charged to all enlisted men. We continue to supply our steam courses to the Manitoba Government, and this demand has been quite heavy.

One remarkable feature of our present enrolment is the number of elderly men who have resumed studying after a long period of years. This is no doubt due to the scarcity created by the drain of skilled men to the armed forces putting pressure on the unfit and older men to fill the places thus left vacant, and perhaps awakening ambitions long lying dormant. As an instance of this, one first-class power plant job was, until recently, quite capably filled by an engineer 83 years of age who had retired years ago.

All courses are being revised and reprinted by the Multilith method. Four are now completed and in service. A system of final examinations on steam courses has also been instituted at the request of the Steam Boilers Branch. Marks on these final examinations are accepted by them and credit given by the Boiler Inspection Department."

The decrease in the enrolment of full-time Institute students is due entirely to war conditions. The constituency which we now serve is the 16 to 19 year group, along with a very small proportion of students who are over-age for military requirements. In 1941-42 we had one student aged 66, while this year the Radio Servicing Class has a student who is in his 70th year.

In spite of the decreased enrolment during 1941-42, it was most gratifying to note how the student spirit and the general morale of the school were maintained at a very high level. This was particularly noticeable in the conduct of the various extra-curricular activities. In spite of the many handicaps due to the fact that we are working in temporary premises, these activities were well maintained. The Twentieth Annual "Tech" Banquet, held in the Palliser Hotel on Feb. 6th, 1942, was in many respects the most successful in the long series of happy student assemblies. Equally high praise must be given to the work done in 1941-42 by the Choral Society, the Orchestra, the Dramatic Club, and the "Emery Weal."

In May, 1942, the work in athletics was brought to a successful culmination in a Field Meet held at Bowness Park. At the beginning of the 1942-43 session, the staff organized a picnic at which the new students might get acquainted with each other. This was held at Victoria Park, and by means of a programme of amusing stunts, much good will was engendered. It is probable that this picnic may become an annual event in the school year.

The estimates for the year 1942-43 provided a sum of \$1,000 for the replacement of tools and equipment at the Institute. This was very much appreciated, though, unfortunately, war-time restrictions prevented us from obtaining some of the equipment which was urgently needed. To some extent this deficiency was offset by projects carried on by students in the Machine Shop Department where much work was done in overhauling and re-conditioning both tools and equipment. In addition, that department designed and completed a 15-ton hydraulic press with numerous attachments and accessories.

The Department of Industrial Dressmaking and Millinery held a most successful "fashion show" on May 13th, 1942. All the garments made by the students during the year were displayed, with the students themselves acting as mannequins. This exhibition was attended by over 200 friends and guests. Many favour-

able comments were received regarding the work of the department. Twelve dresses, twelve coats and a considerable number of knitted articles were made for the Canadian Red Cross Society.

New ground was broken in the Art Department by organizing a Saturday morning art class for children. This brought a most encouraging response, and some very interesting work was done in the Spring of 1942. A similar class has been organized this Fall, and it is anticipated that these classes will act as feeders to the Art Department of the Institute as well as to the Art Section of the Banff School of Fine Arts. Incidentally, the Banff School had a record enrolment of 80 students in Fine and Applied Arts at the 1942 session. Many of these students were professional artists and teachers, who came from distant points both in Canada and the United States.

During the year special recognition came to both staff and students of the Art Department. Two students, Margaret Shelton and Clifford Robinson, were elected members of the Society of Canadian Painter-Etchers. Their work was exhibited both in Toronto and in New York. Both Mr. H. G. Glyde and Mr. W. J. Phillips had paintings hung by the Royal Canadian Academy and by the Montreal Art Association. Mr. Glyde was elected an Associate Member of the Royal Canadian Academy, while his picture, "The Coach," was acquired by the Toronto Gallery for its permanent collection. Both Mr. Glyde and Mr. Phillips have been commissioned by the Edmonton Art Gallery to paint panels depicting Edmonton's contribution to the war effort.

Art work in the fossil house in the Calgary Zoo in St. George's Island Park was designed and carried out by three students of our Art Department. Margaret Shelton did the mural painting, Gerda Christoffersen did the foreground modelling, while Clifford Robinson made a number of small models of prehistoric birds.

During the year numerous Art exhibitions were held at the Coste House. These included work by our own students and staff as well as travelling exhibitions from various art societies in Eastern Canada. To foster this latter phase of the work and to stimulate the already considerable public interest in it, there was recently organized the Calgary Art Association.

Among the interesting projects carried on during the Fall of 1942 was the construction by students in the Department of Aeronautics of a considerable number of scale model aeroplanes for the R.C.A.F. These planes are to be used for giving instruction in aircraft recognition in the schools of the British Commonwealth Air Training Plan. Students of the Electrical Department also installed a number of fluorescent lights in the Dressmaking Department at the Coste House and in some of the offices in the Grandstand Building.

Regarding the success that attends the efforts of our R.C.A.F. trainees as they progress to more advanced training, it is difficult to obtain accurate information. From notices in the daily press we learn that A. J. Froehler and Roy Farnham each took first place in large classes of Aero Engine Mechanics at No. 1 Technical Training School, R.C.A.F., St. Thomas, Ontario, while L. E. Benham and L. R. Webb won gold medals and F. B. McHardy a silver medal at No. 1 Wireless School, Montreal, P.Q. All these men received their

pre-enlistment training under the auspices of the Institute of Technology and Art, Calgary.

Placement in suitable employment of the 1941-42 Institute graduates presented no problem. The armed services and private industry produced a demand that far exceeded the available supply. It is interesting to note that a number of Art students were placed in the drafting offices of several industrial concerns. Other young married women whose husbands are in the armed services are taking training this Fall to fit themselves for similar positions.

At the end of November, 1942, the Institute suffered a serious loss from its staff when Mr. F. G. Young received his lieutenant's commission as an Army Examiner. For the work to which he goes, Mr. Young will be well equipped by the 17 years' experience he has had as Instructor, Placement Officer and Director of Evening Classes at the Institute."

It is interesting to note the continued interest in the regular courses of the Institute. While the burden of the service of this institution is directly concerned with the training of young men for war activities, the interests of youth in training courses for civilian life has been manifest. With the cessation of hostilities, the Institute programmes will be in large demand, firstly, as a service in the rehabilitation of the soldier into civilian life, and secondly, in the providing of training facilities with which to utilize the improvements in mechanical equipment developed under the stimulus of war and to understand and use the numerous discoveries and improvements made by intensive research conducted by experts in all phases of practical equipment. The demand for technical education will be greater than ever as a result of the war. There are days of great opportunity ahead of the Provincial Institute of Technology and Art.

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

This is the twenty-ninth annual report of the School-Book Branch, now commonly known as the Alberta Children's Book-house. The Branch was originally established in the year 1913 for the purpose of distributing books in lieu of school library grants. During the year 1926 it was reorganized to carry in stock the full requirement of books covering the Alberta School Curriculum and to become the distributing centre, wholesale and retail, for the Province. The Branch can now, with a minimum of delay, provide the material required for the 165,000 students and 7,000 teachers in the Elementary, Intermediate, High, Technical, Commercial and Normal Schools in Alberta.

We aim to have the many text and reference books prescribed for students available at all times. Furthermore, the requirements of teachers at Summer School and students in private schools and colleges are taken care of by the School-Book Branch. Distribution is effected in the main through approximately 300 book dealers scattered throughout the Province. A very pleasant relationship

exists between this office and the school-book dealers for these reasons: (1) The dealer is amply protected by an arrangement whereby he may return unsold stock; (2) he is assured prompt and intelligent service.

Since the organization of large units or Divisions a very considerable increase in library service has taken place. There is evidence that the teachers, school boards and superintendents in the 50 Divisions are determined that the schools shall have more adequate libraries. Ingenious systems of circulating libraries, whereby students in a Division are enabled to enjoy the use of a wide variety of books, are becoming more general. It is the constant endeavour of the School-Book Branch to co-operate with Superintendents in developing a library suited to the character of the people and in keeping with the financial ability of the Division.

A few general observations may be of assistance in understanding the place which the Library holds in the scheme of present-day education in Alberta.

In the first place, it is no longer considered adequate to have only one text-book to a course. The new programme requires more, not fewer, books than the old. Again, the spirit of the revised programme looks upon books as tools and means—not ends. The selection of material is made in the belief that the student must be offered meaningful experiences through wide reading opportunities. Books being used in Alberta schools today are superior in variety, content and pictorial quality to those displaced. Educators, authors, illustrators and publishers, who have all played their parts in bringing these books to publication, have done a fine job. New books are constantly being examined to determine their possible value in the schools.

Our Teachers' Library Reading Room continues to grow in popularity. Here is displayed one copy of every title which we regularly carry in stock. These books are so arranged as to be easily accessible to the visitor at all times. The room is pleasantly located, comfortably heated and ventilated and artistically decorated with pictures, plants and representative specimens of bird life of Alberta. There is no spot in Edmonton where one is as free to browse about without feeling any obligation to make purchases. The opportunity is available to teachers and students from 9:00 a.m. to 5:00 p.m., six days a week. During the past year the Normal School instructors have begun the practice of bringing student teachers to this attractive reading room. This, we feel, will have a far-reaching influence upon the building up of the libraries in the schools to which these teachers will go when their training is complete.

Frequent window displays at the Bookhouse serve to keep before those who pass samples of our wares.

Benefits derived through an organization such as the School-Book Branch are quite obvious. Purchasing on a large scale enables us to secure a lower cost on Canadian-manufactured books and on quantity shipments, such as carload consignments, cheaper transportation.

Our policy of standardizing and equalizing school-book prices throughout the length and breadth of the Province has promoted equitable purchasing conditions for the consumer. Great care is

taken to obtain books of a high standard in format and content. The most attractive editions of titles recommended by the Department are supplied. Preference is given to Canadian and British editions of books where they are available. At present, more than 90% of our stock is procured through Canadian publishers, or agents of English publishers residing in the Dominion.

As stated in my report last year, publishers' production costs have greatly increased since the war and many publications with limited sales have been withdrawn. It is claimed that the increase in publishing costs in Canada has risen 23%, and American publishers assert that their increased costs run to 25%. In fairness to both Canadian and American publishers, it may be noted that their quotations have not yet risen proportionately to their increased costs of material and labour. There may be advances in list prices in the near future, but today all Canadian manufactured books are restricted to the basic price level.

We have endeavoured to discover the most effective methods of advertising. It is our experience that best results are obtained through the means of distribution of circulars, price lists and catalogues.

During the past year we received several requests for book displays at various conventions and teachers' meetings. Special care was taken to select those most likely to be of service in the area served by the convention. In all instances, replies voicing entire satisfaction came to our office, and although from a financial standpoint this particular feature of our service is not in itself self-supporting, yet we feel grateful that not only have we been successful in showing our "wares," but have given "service" to those most vitally interested—the teachers who will use them.

Persons desiring a more complete statement of the policy of service on which the Branch operates are asked to read our report for 1941.

An increased interest has been manifested in the use of Intelligence and Attainment Tests. These in the majority of cases are of American origin and have to be imported. It is difficult to procure this material at a reasonable price, and yet there is no better channel through which to make them available than the facilities of the School-Book Branch.

The Mail Order Department has become one of the outstanding features of our service. Catalogues from our office have found their way to all parts of the Dominion. Our range of educational books is one of the most extensive to be found anywhere in Canada today. Orders were received from every province in Canada.

Again we find that students and teachers, instead of using the regular channels of purchase, namely, the book dealer or school board, are resorting more and more to the individual mail order. This greatly increases the volume of work for the staff, as these orders are naturally small and numerous. The heavy enrolment of Correspondence students has perhaps been one of the causes of the above change.

Lastly, in spite of a complete stock of more than 4,000 titles, it is observed that teachers and other leaders in educational work are requesting more special books. "We can supply any book in print"

is no idle boast, and the service thus rendered has done much to extend the work of the Branch.

The School Grants Act provides an annual grant for library purposes to all schools during the first six years of operation. This Branch has furnished 163 schools with this selection of books, constituting the nucleus of a school library. The total distribution is valued at \$4,461.27.

During the year our stock purchases amounted to \$147,538.32, obtained through publishers in Canada, Great Britain and the United States of America.

It is our policy to arrange, as far as possible, for the printing of all text-books here in the Dominion, and during the past year 90% of our expenditures was with Canadian publishers.

From April 1st, 1941, to March 31st, 1942, the gross business for the twelve months was \$225,058.61, derived from the sale of text-books, books for school libraries, and reference books for students and teachers.

This Branch is entirely self-supporting, meeting all costs of operation, such as salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses. It is the policy of the Government that the school-book business shall not be a revenue-producing agency. It is, therefore, the endeavour of the management that profits and overhead shall just balance. As a consequence, no effort is made to turn over a surplus, though in practice a few hundred dollars are added to general revenue each year.

DISTRIBUTION OF FREE READERS

This office is charged with the responsibility of the distribution of the Readers used in the Elementary School, known as the High-roads to Reading Series:

During the year the following books have been distributed:

Primer	5,635	Book IV	3,698
Book I	5,634	Book V	3,708
Book II	6,194	Book VI	4,113
Book III	5,420		

REPORT OF SCHOOL BUILDINGS BRANCH

(E. RAE, *Manager*)

The value of school buildings work for 1942 has shown an increase of \$130,064.47 over 1941.

This increase is due to the fact that minor repairs, alterations, painting, etc., have heretofore not been included in the report.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1942 were as follows:

Buildings erected by Department Plans:

Plan	No.	Amount
L.C.F.-38—Local labour	2	\$ 2,975.00
L.C.F.-38—Foreman and local labour	4	4,900.00
L.C.F.-38—By contract	2	3,701.00
L.C.F.-38—Non-basement, by contract	3	4,334.00
L.C.F.-38—Concrete surface foundation, by contract	2	2,105.92
L.C.F.-38—Concrete surface foundation, by voluntary labour	1	1,200.00
L.C.F.-38 & 38A—Standard with basement, foreman and local labour	2	2,775.66
L.C.F.-38 & 38A—Standard with basement, foreman and day labour	1	2,661.60
L.C.F.-38 & 38C—Standard with basement, foreman and labour donated	1	1,788.72
L.C.F.-38 & 38A—Standard with basement, by contract	4	9,501.00
A.E.-11-41—Non-basement, workroom and cloakroom, by contract	1	1,040.00
C.E.-20-38—Standard frame and stucco with basement, foreman and local labour	1	4,366.30
C.E.-22-39—Standard, by contract	1	4,279.00
E.N.S.-6-39—Two rooms, frame and stucco, full basement, by contract	1	1,579.40
T.W.1—Foreman and local labour	1	1,050.00
T.W. 1—Regular contract	1	1,590.00
Log Plans	2	

Buildings erected by Special Plans:

One Room:		
28-pupil, frame and insul-brick, full basement, foreman and day labour	1	2,956.04
One-room school in Taber S. Div. No. 6, foreman and local labour	1	800.00
30-pupil, full basement, frame and stucco, service agreement	1	4,387.00
30-pupil, full basement, frame and stucco, regular contract	1	4,438.00
40-pupil, full basement, regular contract	3	11,875.00
Two Rooms:		
Two rooms, full basement, insul-brick finish, service agreement	1	6,035.00
Two rooms, frame and stucco, full basement, furnace, etc., service agreement	1	9,000.00
Two-room school with adjustment which would permit the addition of two rooms in the future; regular contract	1	7,378.00
Two-room rural school (after E.N.S.-6-39), Calgary S. Div. No. 41	1	4,600.00
Three Rooms:		
Three rooms and gymnasium, regular contract	2	3,200.00
Three rooms, frame and stucco, full basement, regular contract	1	10,170.00
Three rooms and gymnasium, manual training rooms, etc., frame, service agreement	1	20,235.13
Addition:		
Addition of classroom, science room and basement, regular contract	1	7,250.00

	Cost
Number of newly erected Teacherages, 40	\$ 18,050.81
Number of Teacherages purchased, 16	5,077.50
Improvements, additions and moving of Teacherages	5,136.00
Erection and improvements to Divisional Office Buildings	9,127.81
Repairs, improvements, additions, moving etc., School Buildings	179,986.52
Dormitory alterations, additions, repairs, etc.	1,862.72
Erection of barns, ice houses, sheds, shop buildings, privies, etc.	11,864.25
School Buildings destroyed by fire, 4.	

Total Value of School Buildings work for 1942 \$373,277.68

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors, and Secretary-Treasurers of School Districts and School Divisions.

During the year 1941-42, there were 6,327 rooms or departments in operation in 3,625 school districts with an enrolment of 161,569. Of this enrolment, 51,538 were in the rooms of 55 City and Town Schools; 6,898 in 19 Separate Schools, and 19,410 in the

rooms of other graded urban schools. During the year 1940-41, there were 52,206 pupils in City and Town Schools; 6,691 in Separate Schools, and 20,363 in the rooms of other graded schools. During the year 1942 there were 5,065 pupils in 176 rooms in 35 Consolidations, and 80,759 in 3,505 rooms in 50 School Divisions.

The number of Secondary Grade rooms in operation at June 30th, 1942, including Technical and Commercial rooms was 870, being an increase of 19 over the previous year. There were 472 rooms in which both Elementary and Secondary work was conducted.

During the year 99.6% of the schools in operation, operated over 160 days, despite the fact that some 15 to 20 days were lost in September of 1941 due to an epidemic of Poliomyelitis throughout the Province. The average length of the school year, due to this cause, fell from 191 in 1941 to 180 in 1942. The average monthly percentage of attendance rose to 91.62%, the highest in the history of the Province.

The increase in the upper grades as compared with the lower grades, since 1912 (the year in which the 12-grade system was introduced), may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	5.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.78
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04
1939-1940	12.56	19.79	36.41
1940-1941	12.32	19.78	36.13
1941-1942	12.66	19.67	35.52

The percentage of pupils enrolled in Division I, 1st year, in the year 1941-42 has increased .34% over the previous year.

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	29.67	7.15	1.48	.03
1939-1940	.19	.14	.57	1.54	4.72	8.53	17.67	27.18	29.59	7.71	2.07	.09
1940-1941	.14	.14	.42	1.70	4.30	8.97	17.99	26.80	30.77	7.04	1.56	.17
1941-1942	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	7.85	2.55	.10
Average for 21 yrs.	.25	.34	1.21	2.41	5.84	10.02	18.72	31.93	19.94	7.16	2.15	.22

The average number of days of operation in ungraded schools was 173.83 days and in graded schools 181.9 days, this falling-off being due to the epidemic in September of 1941. The establishment of school divisions has enabled the weaker schools to operate for the full year, and has provided high-school facilities for many pupils in rural areas who otherwise would have been compelled to leave school. The cost of operation per pupil per day in 1942 has risen to .416c as compared with .383c in 1941. The percentage proportionate of actual attendance to average attendance has increased 2.25 over 1941.

During the year 1941 there were 6,276 rooms in operation with 6,388 teachers employed. Due to present conditions the number of regular teachers employed in 1942 decreased to 6,041, although the number of rooms in operation increased to 6,327. A total of 295 trainees were supplied from the two Normal Schools in the Province to assist in keeping the schools open. The total number of teachers reported therefore was 6,336.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1932	Percent. of En- rolment	No. of Pupils June 30, 1941	Percent. of En- rolment	No. of Pupils June 30, 1942	Percent. of En- rolment
Division I:						
1st Year	23,935	14.01	20,125	12.32	20,086	12.66
2nd year	18,561	10.87	16,910	10.34	16,510	10.32
3rd Year	19,386	11.35	17,486	10.70	16,667	10.42
Division II:						
1st Year	18,831	11.03	17,398	10.64	16,896	10.56
2nd Year	18,213	10.67	16,954	10.37	16,891	10.55
3rd Year	16,475	9.65	15,525	9.50	16,030	9.97
Intermediate:						
1st Year	14,069	8.24	14,205	8.69	14,657	8.12
2nd Year	13,078	7.65	12,568	7.70	12,405	7.73
3rd Year	10,990	6.43	11,368	6.95	11,294	7.04
High School:						
1st Year	8,217	4.81	7,458	4.57	7,524	4.77
2nd Year	5,944	3.48	6,275	3.84	6,209	3.90
3rd Year	3,096	1.81	7,153	4.38	6,400	3.96
Totals	170,795	100.00	163,425	100.00	161,569	100.00
Elementary Grades	115,401	67.58	104,398	63.87	103,080	64.48
Intermediate Grades	38,137	22.32	38,141	23.34	38,356	22.89
High School Grades	17,257	10.10	20,886	12.79	20,133	12.63

The percentage of High School pupils has decreased slightly this year, due to war conditions. Many of the older pupils are enlisted in the Armed Forces.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN URBAN AND NON-URBAN SCHOOLS

	Urban Schools	Non-Urban Schools
Number of pupils enrolled	77,846	83,723
Aggregate days attendance of pupils	12,365,879.5	12,625,103
Daily average attendance of pupils	67,635.68	69,842.82
Percentage of attendance of total enrolment	86.88	83.42
Average number of days attended per pupil	158.85	150.80
Average length of school year	181.90	173.83
Classification:		
Division I:		
1st Year	8,218	11,868
2nd Year	6,938	9,572
3rd Year	6,806	9,861
Division II:		
1st Year	7,109	9,787
2nd Year	7,160	9,731
3rd Year	7,133	8,897
Intermediate:		
1st Year	6,773	7,884
2nd Year	6,006	6,399
3rd Year	6,180	5,114
High School:		
1st Year	5,453	2,071
2nd Year	4,710	1,499
3rd Year	5,360	1,040
Total Attendance	77,846	83,723

Rural schools include all divisions, but a few Village and Consolidated Schools are included in School Divisions. The length of school years was reduced this year on account of an epidemic of Poliomyelitis in September of 1941.

DEPARTMENT OF EDUCATION

TABLE 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.09	1st Year	13.26
2nd Year	8.23	2nd Year	14.16
3rd Year	9.38	3rd Year	15.11
Division II:		High School:	
1st Year	10.42	1st Year	16.02
2nd Year	11.39	2nd Year	17.00
3rd Year	12.30	3rd Year	18.18

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	175	.11
6 years	5,635	3.51
7 years	13,541	8.43
8 years	14,813	8.20
9 years	15,489	9.82
10 years	15,529	9.85
11 years	15,624	9.80
12 years	15,713	9.75
13 years	15,136	9.48
14 years	14,663	9.09
15 years	12,928	8.02
16 years	9,174	5.75
17 years	6,504	4.04
18 years	4,118	2.56
19 years	1,777	1.11
20 years	507	.32
21 years and over	243	.16
Totals	161,569	100.00

Of the pupils enrolled 13.94% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 20th, 1942
(July 1st, 1941, to June 30th, 1942)

Grade	Sex	5 yrs. and under		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	*Tot.
		yrs.	yrs.																
Division I:	Boys	90	2809	5178	1885	506	163	75	40	23	15	8	1	1					10795
	Girls	85	2745	4547	1357	325	120	45	23	17	8	6	1	2					9291
	Boys	38	1698	3822	1943	648	218	92	45	24	14	7	7						8544
	Girls	43	1999	3998	1398	392	35	54	25	14	5	5	2						7966
Division II:	Boys		35	1660	3632	1925	383	310	117	55	26	6	1						8640
	Girls		83	1942	3827	1424	497	147	54	22	24	4	2						8027
	Boys	1	93	1905	3377	1986	961	428	202	63	10	2							8679
	Girls		49	1944	3543	1605	601	260	113	39	11	2							8217
Division II:	Boys		1	114	1670	3294	1969	947	419	168	29	2							8614
	Girls		6	156	1997	3506	1576	648	269	85	25	6	2						8277
	Boys		2	111	1423	3111	1960	929	400	72	15	3							8026
	Girls		2	144	1871	3393	1601	675	257	32	13	6	2						8004
Intermediate	Boys				2	87	1295	2829	1852	922	207	36	7	1					7238
	Girls				8	120	1799	3085	1587	649	136	25	9	1					7419
	Boys						2484	1541	494	81	10	2							5953
	Girls						130	1208	2796	1307	429	91	19	1					5524
High School:	Boys						9	139	1255	2274	1113	333	80	10					5224
	Girls						8	132	1631	2601	1261	349	71	12	3				6070
	Boys						6	117	923	1398	686	198	45	8					3384
	Girls						5	189	1279	1726	689	209	31	5	7				4140
High School:	Boys																		2711
	Girls																		3498
	Boys																		2727
	Girls																		3673
Totals by Sex	Boys	90	2847	6912	7411	7827	7896	7938	7917	7702	7353	6448	4263	2909	1883	781	262	96	80535
	Girls	85	2788	6629	7402	7662	7633	7686	7796	7434	7310	6480	4911	3545	2235	996	245	147	81034
*Grand Totals		175	5635	13541	14813	15489	15529	15624	15713	15136	14663	12928	91746	6504	4118	1777	507	243	161569
Began Div. I, 1st Year, during the year	Boys	90	2683	4520	1058	219	61	30	22	10	6	5	1	1					8706
	Girls	85	2666	4101	877	132	48	12	12	11	5	6	1	1					7957
Repeated from last year	Boys	126	658	827	287	102	45	18	13	9	3	3							2089
	Girls	79	446	480	203	72	33	11	6	3									1334

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	175	15,279	4,632	20,086	.87	76.07	23.06
2nd Year	81	11,517	4,912	16,510	.49	69.76	29.75
3rd Year	118	11,081	5,468	16,667	.70	66.48	32.81
Division II:							
1st Year	143	10,469	6,284	16,896	.84	61.96	37.19
2nd Year	277	10,467	6,147	16,891	1.64	61.96	36.39
3rd Year	264	9,798	5,968	16,030	1.65	61.12	37.23
Intermediate:							
1st Year	217	9,008	5,432	14,657	1.48	61.47	37.12
2nd Year	334	8,094	3,977	12,405	2.69	64.44	32.06
3rd Year	288	7,761	3,245	11,245	2.55	68.72	28.73
High School:							
1st Year	317	5,326	1,881	7,524	4.21	70.79	25.00
2nd Year	345	4,170	1,694	6,209	5.56	67.16	27.28
3rd Year	295	4,084	2,021	6,400	4.60	63.81	31.57
Totals	2,854	107,054	51,661	161,569	1.77	66.26	31.97

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	5	.002	.07	.02
2nd Year	3	.002	.07	.02
3rd Year	14	.009	.34	.08
Division II:				
1st Year	54	.033	1.33	.32
2nd Year	166	.103	4.08	.98
3rd Year	347	.215	8.51	2.16
Intermediate:				
1st Year	711	.440	17.44	4.85
2nd Year	1,076	.666	26.39	8.67
3rd Year	1,275	.788	31.27	11.29
High School:				
1st Year	320	.198	7.85	4.28
2nd Year	104	.064	2.55	1.67
3rd Year	4	.003	.10	.06
Total	4,077	2,523	100.00	...

The number of pupils leaving school has increased nearly 500, from last year, due to present day conditions.

DEPARTMENT OF EDUCATION

TABLE 9

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1941, TO JUNE 30th, 1942

Month	Possible Aggregate	Actual Aggregate	Percentage of attend- ance per month
July	3,865	3,252	88.69
August	1,155	1,104	95.58
September	1,028,505	960,866.5	93.47
October	3,149,197.5	2,903,261	92.13
November	2,787,848	2,662,080.5	95.49
December	2,558,802	2,361,290.5	92.32
January	3,003,708	2,734,994	91.07
February	2,999,622.5	2,702,415.5	90.09
March	3,296,101	2,982,476	91.40
April	2,414,405	2,174,158.5	90.00
May	2,944,127	2,631,761.5	89.39
June	3,200,565	2,873,322.5	89.78
Average Monthly Percentage of Attendance			91.62

The average monthly percentage of attendance has increased 1.78 over last year.

TABLE 10

SCHOOL DISTRICTS

Number of School Districts in existence Dec. 31st, 1941, including the units in Consolidation	3,905
Number of Consolidations in the Province Dec. 31st, 1941	43
Number of School District Units in Consolidation Dec. 31st, 1941	150
Number of School Districts established in 1942	9
Number of School Districts in the Province Dec. 31st, 1942, including the units in Consolidation	3,901
Number of Consolidations in the Province Dec. 31st, 1942	43
Number of School District Units in Consolidation Dec. 31st, 1942	150
Number of Rural High Schools in existence Dec. 31st, 1942	7
Number of Units in Rural High Schools Dec. 31st, 1942	30
Number of School Divisions in existence Dec. 31st, 1942	50
Number of Units in School Divisions Dec. 31st, 1942	3,489

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province at Dec. 31st, 1942, and add the 43 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

TABLE 11

ATTENDANCE OF PUPILS

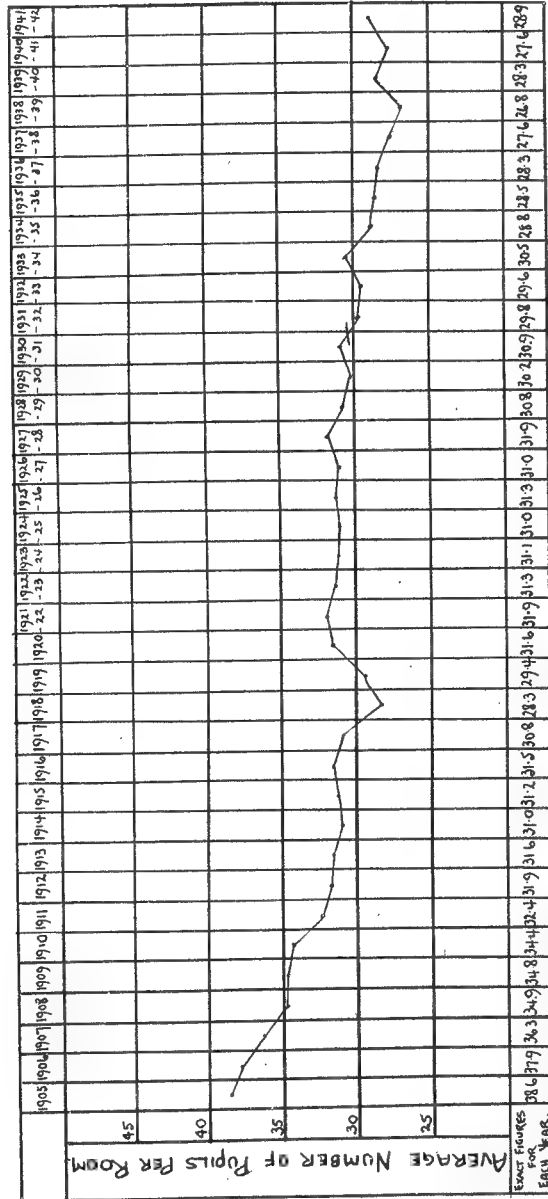
	Enrol- ment	Number of Boys	Number of Girls	Aggregate Attend- ance	Average Attend- ance
City Schools	36,628	18,091	18,537	5,879,214	32,039.87
Town Schools	14,910	7,172	7,738	2,376,326	13,038.15
Separate Schools	6,898	3,266	3,632	1,059,470.5	5,870.06
Village Schools	14,138	6,907	7,231	2,217,261	12,134.63
Consolidated Schools	5,065	2,485	2,580	801,527	4,378.84
Rural High Schools	207	92	115	32,061	174.13
Divisions	80,759	41,006	39,753	12,205,532	67,501.31
Rural Schools	2,964	1,499	1,465	419,571	2,341.51
Totals	161,569	80,518	81,051	24,990,982.5	139,886.47

The average number of pupils enrolled per room was 28.92, an increase of 1.37 over the previous year. The average attendance of pupils per room was 25.04, an increase of 2.22 over the previous year.

TABLE 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN ALBERTA SCHOOLS FROM

1905 - 1942 INCL.



DEPARTMENT OF EDUCATION

TABLE 13

STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
Berry Creek	28	23	2	9	285	252
St. Mary's River	57	63	13	25	1,671	1,430.79
Foremost	128	80	9	59	1,327	1,112.06
Cypress	72	58	5	20	1,211	1,019.74
Tilley East	49	19	1	9	244	200
Taber	62	39	6	32	862	726.22
Lethbridge	82	102	18	38	2,575	2,152.32
Acadia	102	52	3	31	636	555.44
Sullivan Lake	80	44	4	22	683	578.27
Peace River	60	57	6	6	1,366	1,110.43
Lac Ste. Anne	74	79	6	1	2,172	1,780.31
Edson	44	49	3	1	1,404	1,098.99
Clover Bar	79	109	24	3	3,224	2,683
Grande Prairie	87	84	5	5	2,114	1,681.12
Rocky Mountain	73	88	12	2	2,028	1,609.56
Neutral Hills	81	51	4	28	808	706.88
Holden	77	88	9	4	2,014	1,758.67
Lamont	56	96	32	1	2,715	2,449.12
Vegreville	68	77	9	1	1,640	1,409.91
Camrose	70	80	8	1	1,722	1,464.89
Two Hills	71	106	24	3	3,251	2,866.77
Killam	72	66	3	10	1,214	1,014.80
Stony Plain	74	82	8	1	2,429	1,988.64
Sturgeon	85	107	20	1	3,112	2,654.39
Vermilion	99	99	6	1	1,984	1,724.66
Stettler	77	75	4	1	1,241	1,042.50
Castor	82	69	5	16	1,076	942.64
Macleod	65	52	2	10	744	604.54
Pincher Creek	40	36	1	4	517	415.51
Drumheller	81	79	4	8	1,150	994.96
Olds	94	103	11	1	2,236	1,995.97
Wainwright	71	66	1	4	1,111	941.75
Provost	72	52	3	19	663	590.79
Ponoka	79	82	3	2	1,894	1,622.79
Red Deer	82	87	7	1	1,903	1,547.92
Wetaskiwin	65	69	4	1	1,837	1,469.36
Pembina	92	108	14	38	2,780	2,361.54
Foothills	76	49	4	1	834	741.33
Smoky Lake	74	126	39	1	3,823	3,214.18
Wheatland	83	73	5	15	1,245	1,111.25
Calgary	78	81	9	1	1,645	1,285.31
Athabasca	90	102	11	2	2,525	2,100.82
Bow Valley	53	32	2	21	483	414.41
E.I.D.	32	56	12	4	1,601	1,228.40
St. Paul	64	75	11	1	2,110	1,688.96
Bonnyville	60	72	8	1	2,089	1,594.66
Spirit River	40	45	5	1	1,303	1,070.35
McLennan	31	31	2	1	872	673.30
Strawberry	37	43	6	1	1,322	984.97
Fairview	41	44	3	1	1,064	834.12

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	752	277	1,194	2,223
Between 20 and 39 days	892	289	1,538	2,719
Between 40 and 59 days	992	384	1,750	3,126
Between 60 and 79 days	862	291	1,428	2,581
Between 80 and 99 days	901	294	1,990	3,185
Between 100 and 119 days	1,372	490	3,566	5,428
Between 120 and 139 days	1,886	758	5,920	8,564
Between 140 and 159 days	7,141	2,699	17,974	27,814
Between 160 and 179 days	32,956	11,099	42,780	86,835
Between 180 and 199 days	10,680	2,828	5,560	19,068
200 days and over	2	1	23	26
Totals	58,436	19,410	83,723	161,569

Of the pupils enrolled, 65.5% attended over 160 days. Allowing for the fact that all schools in the Province lost some 15 to 20 days on account of the epidemic in September of 1941, the attendance for the year shows an improvement over last year.

TABLE 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1941-42

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	168	135.12	87.00
Edmonton	15,346	13,478.19	89.50
Calgary	14,342	12,514.64	93.40
Thibault	217	195.94	93.86
Macleod	360	332.29	93.7
Lethbridge	2,387	2,087.55	92.24
Medicine Hat	1,871	1,642.27	94.54
Fort Saskatchewan	206	190.02	93.84
Gleichen	158	145.87	93.41
Red Deer	915	776.68	90.65
Pincher Creek	205	176.74	91.50
High River	387	330.68	93.02
Okotoks	186	171.80	94.97
Innisfail	368	305.15	89.98
Olds	428	326.08	91.68
Lacombe	460	416.44	95.35
Wetaskiwin	560	494.79	91.63
Leduc	284	254.01	92.64
Ponoka	1,894	1,622.79	90.56
Cardston	544	485.58	92.28
Magrath	425	371.78	91.29
Blairmore	406	365.79	94.69
Didsbury	286	244.47	90.44
Raymond	741	666.31	91.65
Claresholm	329	292.81	93.96
Athabasca	202	158.60	91.40
Taber	514	424.82	89.52
Stavely	113	102.49	93.19
Coleman	680	594.86	94.68
Granum	101	89.07	92.49
Camrose	657	569.96	89.99
Vermilion Centre	413	362.85	93.10
Stettler	287	253.88	92.43
New Vegreville	409	380.88	94.92
Daysland	184	169.83	93.06
Strathmore	146	130.86	94.45
Wainwright	235	206.59	90.80
Hardisty	135	109.53	88.68
Vulcan	259	224.11	92.15
Tofield	164	146.22	92.94
Bow Island	218	185.44	93.22
Brooks	283	249.62	98.86
Castor	115	98.58	93.14
St. Paul	403	360.52	88.50
Redcliffe	245	219.07	94.15
Beverly	202	186.26	92.65
Edson	459	411.57	92.14
Coronation	210	180.40	94.59
Drumheller	1,207	1,029.87	90.00
Grande Prairie	396	331.75	89.26
Peace River	263	199.55	85.03
Big Valley	163	139.62	92.79
Rocky Mountain House	272	229.80	91.10
Hanna	389	342.38	93.03
Three Hills	204	181.58	93.42
Calgary, R.C.S.	1,723	1,438.22	90.61
Edmonton, R.C.S.	3,238	2,764.30	92.77
Lethbridge, R.C.S.	593	534.06	93.00
Sacred Heart, R.C.S.	39	34.09	90.76
St. Martin's, R.C.S.	119	102.71	94.00
North Red Deer, R.C.S.	161	137.90	91.35
St. Michael's, R.C.S.	139	110.71	90.00
St. Louis, R.C.S.	192	166.49	90.40
Theresetta, R.C.S.	55	48.37	93.14
St. Joseph's R.C.S.	138	117.44	91.19
Wainwright, R.C.S.	89	76.94	91.56
Average Monthly Percentages in Town Schools			91.64

The average of monthly percentages of attendance of Town Schools has increased from 91.41 last year to 91.64 in 1942.

TABLE 16
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

(Information Compiled from 67 City and Town Schools)

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY:									
English 1	1595	2001	60	27	2	2	1657	2030	3687
English 2	1		1205	1802	75	52	1281	1854	3135
English 3					1033	1348	1033	1348	2381
Social Studies 1	1602	2081	49	55	4	3	1655	2139	3794
Social Studies 2	11	20	1292	1803	67	99	1370	1922	3292
Social Studies 3					1051	1420	1051	1420	2471
Health and Physical Education 1	1545	1960	43	74	11	19	1599	2053	3652
GROUP A—ACADEMIC:									
Algebra 1	856	1002	419	514	93	124	1368	1640	3008
Algebra 2			11	4	710	737	721	741	1462
Geometry 1	156	183	651	788	178	218	985	1189	2174
Trigonometry & Analytical Geometry			8	5	705	550	713	555	1268
Chemistry 1	93	138	753	876	239	340	1085	1354	2439
Chemistry 2			1		578	690	579	690	1269
Physics 1	869	943	256	350	95	149	1220	1442	2662
Physics 2					651	595	651	595	1246
Latin 1	259	375	86	140	45	83	390	598	988
Latin 2			140	191	57	111	197	302	499
Latin 3					115	154	115	154	269
French 1	684	959	279	297	58	131	1021	1387	2408
French 2			369	701	243	242	612	943	1555
French 3				1	420	502	420	503	923
German 1	1	3	4	1		6	5	10	15
German 2									
German 3					2	3	2	3	5
Biology 2			1		351	797	352	797	1149
GROUP B—COMMERCIAL:									
Bookkeeping 1	89	326	52	162	32	120	173	608	781
Bookkeeping 2			24	103	28	85	52	188	240
Bookkeeping 3					3	21	3	21	24
Secretarial Training					17	61	17	61	78
Stenography 1	81	486	30	180	16	97	127	763	890
Stenography 2	4	20	34	221	11	153	49	394	443
Typewriting 1	223	708	106	236	112	208	441	1152	1593
Typewriting 2	4	20	68	301	29	207	101	528	629
Office Practice 1	3	20	27	231	12	125	42	376	418
Office Practice 2					7	79	7	79	86
Business Machines					6	77	6	77	83
GROUP C—TECHNICAL:									
Woodwork 1	101		13		3	5	117	5	122
Woodwork 2			69		11		80		80
Woodwork 3					10		10		10
Metalwork 1	167		11	13	2	191	2	193	
Metalwork 2			88		7		19		95
Metalwork 3					19		19		19
Electricity 1	148		32	20	5	200	5	205	
Electricity 2			96		11	107		107	
Electricity 3					26		26		26
Automotives 1	154		13	7		174		174	
Automotives 2			95		11	106		106	
Automotives 3					30		30		30
Printing 1	20	5		2	2	22	9	31	
Printing 2			8	7	1	4	9	11	20
Arts and Crafts 1	2	21		10	1	4	3	35	38
Arts and Crafts 2			2	8	1	1	3	9	12
Arts and Crafts 3						5		5	
Fabrics and Dress 1		69		61		30		160	160
Fabrics and Dress 2				24		26		50	50
Fabrics and Dress 3						18		18	18
Home-making 1		56		29		5		90	90
Home-making 2				45		2		47	47
Home-making 3						16		16	16
General Mathematics 3					30	9	30	9	39
GROUP D—GENERAL:									
Dramatics 1	368	649	154	210	48	117	570	976	1546
Dramatics 2			95	193	18	30	113	223	336
Music 1	223	604	114	255	59	126	396	985	1381
Music 2			23	118	9	47	32	165	197
Art 1	384	593	141	298	77	156	602	1047	1649
Art 2	2		72	53	23	34	97	87	184
Mechanical Drawing	16		12		9		37		37
General Mathematics 1	423	539	81	90	4	8	508	637	1145

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TABLE 16—Continued

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
General Mathematics 2	3	6	276	192	62	34	341	232	573
General Science 1	92	81	69	22			161	103	264
General Science 2			56	31	62	8	118	39	157
Biology 1	633	767	228	323	34	62	895	1152	2047
Geology 1	431	155	184	184	42	68	657	407	1064
Bookkeeping 1a	243	405	62	110	32	60	337	575	912
Stenography 1a	2	32	1	23	4	22	7	77	84
Typewriting 1a	146	210	44	83	23	66	213	359	572
General Shop 1	320	18	49	12	25	29	394	59	453
General Shop 2	1		110	3	13		124	3	127
Home Economics 1	1	386	6	123	1	65	8	574	582
Home Economics 2				85		18		103	103
Nedlework		117		41		33		191	191
Vocations and Guidance	619	637	183	333	73	131	875	1101	1976
Law	2	5	253	273	63	91	318	369	687
Sociology			351	450	85	160	436	610	1046
Psychology			319	498	110	232	429	730	1159
Physical Education 2			245	236	12	55	257	291	548
Survey of English Literature			114	195	89	133	203	328	531
Economics					106	223	106	223	329
Creative Writing					16	84	16	84	100
Agriculture	10		6		1		17		17

TABLE 16(a)
DISTRIBUTION OF PUPILS IN INTERMEDIATE SCHOOLS BY SUBJECTS OF INSTRUCTION

Course and Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY SUBJECTS:									
English	2470	2509	2235	2388	2080	2491	6785	7388	14173
Social Studies	2560	2509	2233	2378	2080	2491	6873	7878	14751
Health and Physical Education	2510	2506	2231	2378	2080	2493	6821	7377	14198
Mathematics	2510	2509	2231	2388	2079	2493	6820	7390	14210
General Science	2510	2509	2231	2394	2080	2482	6821	7385	14206
Music (Optional in Grade IX)	2415	2414	2205	2359	450	690	5070	5463	10533
Art (Optional in Grade IX)	2200	2197	544	613	547	573	3291	3383	6674
OPTIONAL SUBJECTS:									
Dramatics	502	550	732	815	544	792	1778	2157	3935
Farm and Home Accounting (Grades VII and VIII)	309	273	693	694	31	27	1033	994	2027
Typewriting	13	11	67	87	720	653	800	751	1551
General Shop	1927	23	1784	5	1583	17	5294	45	5339
Home Economics		1914	3	2056	19	1833	22	5803	5825
Oral French	75	88	599	414	1006	1373	1480	1875	3355
Community Economics					1234	1365	1234	1365	2599

TABLE 17
PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE
(Information Received from 67 City and Town Schools)

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade X	Boys	...	...	1	5	80	499	716	311	100	20	4		1736
	Girls	...	...		1	116	738	774	346	104	10	5	2	2096
Grade XI	Boys	...	...			3	93	491	584	228	60	10	8	1477
	Girls	...	...			4	160	629	853	260	76	13	9	2004
Grade XII	Boys	...	...				1	81	414	665	361	107	44	1673
	Girls	...	...				4	118	631	866	464	137	71	2291
Totals by Sex	Boys	...	...	1	5	83	593	1288	1309	993	441	121	52	4886
	Girls	...	...		1	120	902	1521	1830	1230	550	155	82	6391
Grand Totals				1	6	203	1495	2809	3139	2223	991	276	134	11277

PUPILS IN INTERMEDIATE CLASS-ROOMS BY SEX, GRADE AND AGE
(Information Received from 67 City and Town Schools)

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade VII	Boys		23	553	1017	537	289	64	14	1				2498
	Girls	2	37	786	1081	398	172	37	8	1				2522
Grads VIII	Boys			67	560	874	504	191	25	3	1		1	2226
	Girls			95	722	992	430	143	36	10	1			2429
Grade IX	Boys			2	55	572	865	394	163	37	4	2		2094
	Girls			3	87	731	1072	438	147	27	2	2	2	2511
Totals by Sex	Boys		23	622	1632	1983	1658	649	202	41	5	2	1	6818
	Girls	2	37	884	1890	2121	1674	618	191	38	3	2	2	7462
Grand Totals		2	60	1506	3522	4104	3332	1267	393	79	8	4	3	14280

TABLE 18

**STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT
DURING THE SCHOOL YEAR**

Number of Pupils leaving to attend:

- (a) Normal Schools
(b) Universities and Institute of Technology and Art
(c) Business Colleges
(d) Other Schools

Totals

452
293
474
2,935

Number of Pupils who left the District (not included above)

4,154

Number who died

1,580

Number permanently at home owing to ill-health

59

Number at work

184

55

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Total
Girls—							
At home	419	346	394	116	86	105	1,466
In domestic Service	99	74	124	57	82	61	497
In Shops and Offices	1	2	25	35	151	235	449
In Factories	4	7	14	8	7	25	65
Learning a Trade		6	25	14	26	50	121
In other occupations, such as delivering messages, etc.	16	8	40	35	59	175	333
In occupations not known	12	20	52	47	52	140	323
Totals	551	463	674	312	463	791	3,254
Boys—							
At Home (farming, etc.)	707	529	513	160	134	117	2,160
In Shops and Offices as clerks	3	18	34	31	74	103	263
In Factories, Mines, etc.	26	20	22	15	13	32	128
Learning a Trade	9	21	26	45	54	93	248
In other occupations, such as messengers, delivery boys, etc.	85	104	157	144	220	371	1,081
In occupations not known	39	26	54	45	84	97	345
Totals	869	718	806	440	579	813	4,225

NUMBER NOT AT WORK

Girls	63	82	136	51	60	54	446
Boys	75	76	103	38	30	22	344
Totals	138	158	239	89	90	76	790
Grand Total							14,301

DEPARTMENT OF EDUCATION

TABLE 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days			1	1
Between 60 and 79 days				
Between 80 and 99 days				
Between 100 and 119 days			5	5
Between 120 and 139 days			7	7
Between 140 and 159 days			756	772
Between 160 and 179 days	6	10		
Between 180 and 199 days	67	155	2,618	2,840
200 days and over				
Totals	73	165	3,387	3,625

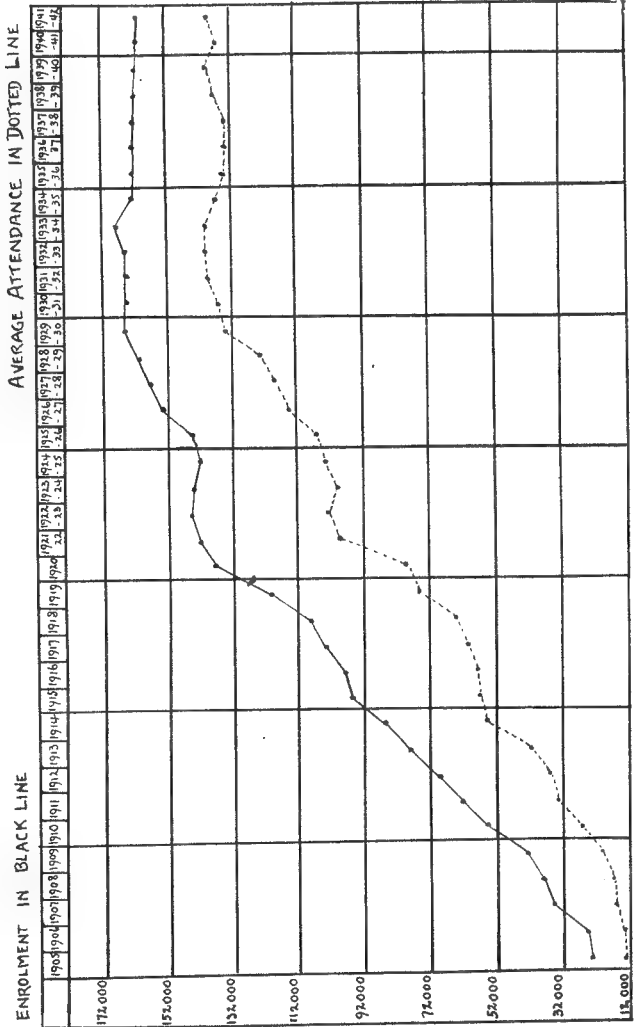
Of the schools in operation, 99.6% operated over 160 days during the year.

TABLE 20
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1941, AND JUNE 30th,
1942, AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1941	June 30, 1942	June 30, 1941	June 30, 1942
1 Department	3,019	2,953	3,019	2,953
2 Departments	345	353	690	706
3 "	91	101	273	303
4 "	59	65	236	260
5 "	38	34	190	170
6 "	24	32	144	192
7 "	12	10	84	70
8 "	9	10	72	80
9 "	5	5	45	45
10 "	5	5	50	50
11 "	2	3	22	33
12 "	5	5	60	60
13 "	5	4	65	52
14 "	4	5	56	70
15 "	1	3	15	45
16 "	2	1	32	16
17 "	2	1	34	17
18 "		1		18
19 "	1		19	
20 "		1		20
21 "	1		21	
22 "		1		22
24 "	1	1	24	24
32 "		1		32
33 "	1		33	
35 "	1	1	35	35
50 "	1		50	
52 "		1		52
59 "	1	1	59	59
66 "	1	1	66	66
90 "	1	1	90	90
378 "	1	1	378	378
409 "		1		409
414 "	1		414	
Totals	3,639	3,602	6,276	6,327

TABLE 21

DIAGRAM SHOWING ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905 - 1942 INCL



DEPARTMENT OF EDUCATION

TABLE 22

	1930-31	1939-40	1940-41
(1) Aggregate number of days attended during the year	27,743,597.5	26,592,491	27,486,255.5
(2) Average number attending each day			
(3) Average monthly percentage of attendance	139,653.18 90.02	135,385.68 89.84	139,886.47 91.62
(4) Average number of days school was open during the year	195.06	190.88	179.95
(5) Average number of days pupils attended during the year	162.43	162.72	170.12
(6) Average number of days pupils lost during the year	47.57	37.28	29.88
(7) Percentage proportionate of total attendance to average attendance	81.76	82.84	85.09
(8) Percentage proportionate of Intermediate to Elementary Grades	19.74	36.53	37.21
(9) Percentage proportionate of High School to Intermediate and Elementary Grades		14.65	14.23

The average number of days attended by pupils has increased considerably over last year, despite the fact that schools were closed for three weeks at the beginning of the year due to epidemic. The number of days lost is based on a school year of 200 days, the actual time lost by pupils is 5.47% of the time schools were in operation, a considerable improvement over past years.

The average monthly percentage of attendance was 91.62%.

TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1942 INCLUSIVE.

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	..
1906	746	570	760	76.41	183.2	..
1907	902	694	945	76.94	159.6	..
1908	1,070	851	1,135	79.53	160.0	..
1909	1,250	970	1,323	77.60	163.2	..
1910	1,501	1,195	1,610	79.60	158.3	..
1911	1,784	1,392	1,902	77.93	157.0	..
1912	2,029	1,600	2,229	78.85	178.8	..
1913	2,235	1,705	2,511	71.81	178.3	..
1914	2,360	2,027	2,898	85.89	181.4	..
1915	2,478	2,138	3,082	86.36	181.5	..
1916	2,598	2,170	3,143	83.33	184.1	..
1917	2,773	2,471	3,497	89.11	182.5	..
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,126	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,955	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33
1939-40	4,008	3,596	6,160	89.55	193.2	90.24
1940-41	4,005	3,639	6,276	90.86	190.9	89.84
1941-42	4,001	3,625	6,327	90.60	179.95	91.62

Of the school districts able to operate, 95.4% were in operation. The total of 4,001 includes the 150 units in Consolidation and the 50 School Divisions.

TABLE 24

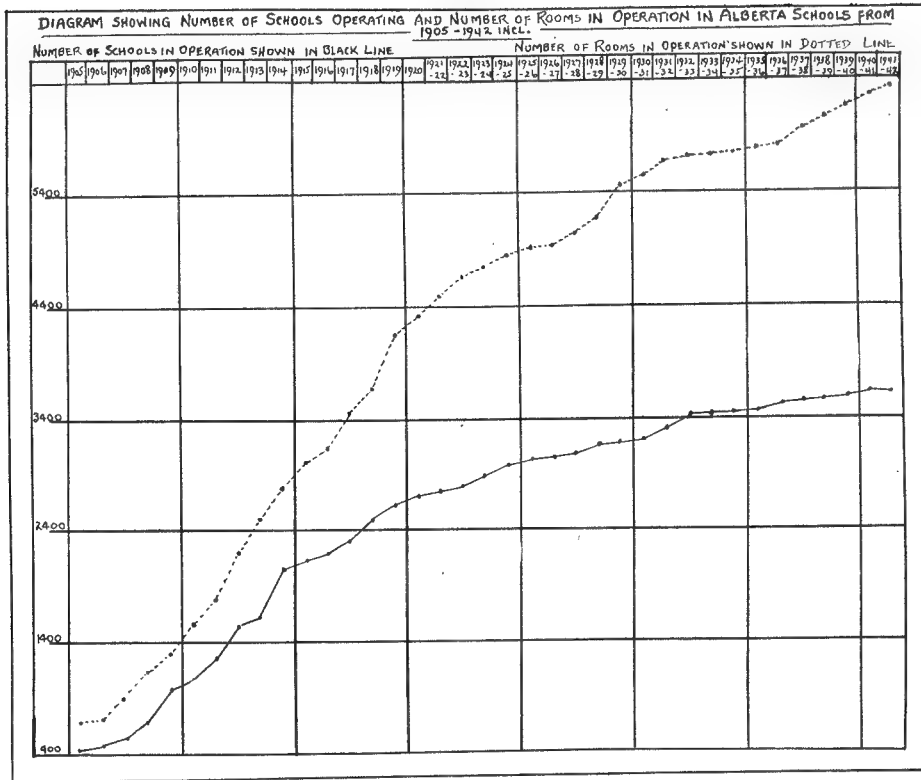


TABLE 25
RECEIPTS AND DISBURSEMENTS
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1941

RECEIPTS	
Cash on hand January 1st, 1941	\$ 825,172.57
Proceeds from Debentures	36,834.83
Taxes Collected	8,050,409.57
Government Grants	1,916,012.65
Borrowed by Note	1,359,352.55
Pupils' Fees	160,313.25
Sale of Supplies	35,870.39
Sale of Property	850.34
Received from other Sources	215,916.07
	<u>\$12,600,732.22</u>
DISBURSEMENTS	
Teachers' Salaries	\$6,004,415.81
Official Salaries	242,273.33
Paid on Debentures	726,571.26
Paid on Loans—Principal \$1,433,720.71, Interest \$39,687.46	1,473,408.17
School Buildings and Repairs	812,277.95
School Grounds	32,349.23
School Furniture	137,629.52
Text Books	45,919.54
Library and Reference Books	65,213.71
School Supplies	294,131.39
Tuition Fees	125,859.16
Conveyance of Pupils	240,468.02
Caretaking and Supplies	531,170.32
Fuel	349,457.75
Insurance	56,579.41
Other Expenditures	478,824.31
Balance on hand December 31st, 1941	984,183.34
	<u>\$12,600,732.22</u>

DEPARTMENT OF EDUCATION

TABLE 25(a)

STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS IN THE FORTY-EIGHT
SCHOOL DIVISIONS IN OPERATION DURING THE PERIOD JANUARY 1st,
1941, TO OCTOBER 31st, 1941

RECEIPTS (GENERAL)

Cash on hand January 1st, 1941	\$ 237,370.72
Taxes Collected	2,456,140.47
Government Grants	1,207,771.86
Borrowed by Note	978,253.24
Tuition Fees	8,463.61
Sale of Supplies	24,846.62
Other Sources	125,709.45
	<u>\$5,038,555.97</u>

RECEIPTS (CAPITAL)

Cash on hand January 1st, 1941	\$ 116.31
Proceeds from Debentures	16,334.44
Taxes Collected	225,333.68
Borrowed by Note	88,571.86
Sale of Property	850.34
Other Sources	6,393.34
	<u>\$ 337,599.97</u>

DISBURSEMENTS (CAPITAL)

School Sites	\$ 1,810.90
School Buildings	258,632.70
Furniture	33,187.22
Other Disbursements	23,047.79
Balance on hand October 31st, 1941	20,921.36
	<u>\$ 337,599.97</u>

DISBURSEMENTS (GENERAL)

(a) ADMINISTRATIVE:		
Secretary Treasurers' Salaries	\$ 52,019.69	
Auditors' Fees	5,353.68	
Divisional Trustees, Local Trustees and Secretaries	50,918.82	
Elections	1,108.16	
Office Equipment and Supplies	38,112.23	
Office Fuel and Light	2,146.67	
Office Insurance	533.58	
Sundry Administration Expenses	13,598.94	
Total Administrative Expenses		5 162,091.77
(b) OPERATION OF SCHOOLS:		
Teachers and Supervisors Salaries	\$2,314,485.00	
Health Services and Supplies	13,377.97	
Caretaking and Supplies	161,820.98	
Fuel and Light	140,063.87	
Repairs to Buildings	157,254.12	
School Grounds	11,495.28	
School Furniture	52,042.41	
School Supplies	71,278.40	
Text Books	45,919.54	
Library and Reference Books	38,850.95	
Tuition Fees	114,676.61	
Conveyance	123,266.05	
Insurance	18,713.95	
Debentures Payments (Principal)	67,423.68	
Debenture Payments (Interest)	9,579.93	
Repayment of Loans (Principal)	967,937.64	
Repayment of Loans (Interest)	12,398.30	
Other Expenditures	135,018.48	
Total Expenditures for operation of Schools		\$4,454,701.36
Payments made on Liabilities Assumed by Divisions on organization	\$ 86,320.56	
Balance on hand October 31st, 1941		\$ 86,320.56
		<u>335,442.28</u>
		<u>\$5,038,555.97</u>

It should be noted that the above figures cover the period from January 1st, 1941, to October 31st, 1941, a period of ten months only.

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOLS FOR THE YEAR 1941

RECEIPTS	Town and Village Districts	Rural Districts
Balance on hand December 31st, 1941	\$ 549,335.44	\$ 275,837.13
Proceeds of Debentures	20,500.39	16,334.44
Taxes Collected	5,207,130.16	2,843,279.41
Government Grants	642,378.57	1,273,634.08
Borrowed by Note	283,700.58	1,075,651.97
Tuition Fees	150,142.54	10,170.71
Sale of Supplies	10,004.76	25,865.63
Other sources	77,332.91	139,433.50
	<u>\$6,940,525.35</u>	<u>\$5,660,206.87</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,539,985.33	\$2,464,430.48
Official Salaries	127,446.53	114,826.80
Paid on Debentures	644,520.91	82,050.35
Paid on Notes (Renewals and Interest)	484,852.90	988,555.27
Caretaking and Supplies	359,709.47	171,460.85
Fuel and Light	200,693.78	148,763.97
School Buildings	380,623.88	431,654.07
School Grounds	17,275.25	15,073.98
School Furniture	48,199.04	127,542.71
Supplies	176,952.45	79,066.71
Library and Reference Books	24,691.12	86,442.13
Tuition Fees	5,9008.83	119,950.33
Conveyance	116,206.92	124,261.10
Insurance	36,079.47	20,499.94
Other Expenditures	195,560.71	283,263.60
Cash on hand January 1st, 1941	581,818.76	402,364.58
	<u>\$6,940,525.35</u>	<u>\$5,660,206.87</u>

N.B.—It should be noted that the figures for Divisions (included in Rurals) are for the period Jan. 1st to Oct. 31st, 1941.

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1941

ASSETS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1941	\$ 581,818.76	\$ 381,443.22
Land and Buildings	15,417,719.70	6,587,133.18
Furniture and Equipment	1,442,029.45	1,498,113.38
Libraries and Text Books	116,762.54	271,328.87
Balance due on Requisitions in Non-Collecting Districts	281,675.55	375,764.52
Arrears of Taxes in Collecting Districts	2,774,695.18	167,510.38
Other Assets	705,844.55	358,508.90
	<u>\$21,320,545.75</u>	<u>\$9,639,802.45</u>
LIABILITIES		
Teachers' Salaries	\$ 27,949.94	\$ 100,202.42
Official Salaries	2,190.17	2,121.51
Loans	213,681.34	758,729.73
Debentures not yet due	6,029,411.62	533,135.61
Overdue Debentures	128,464.95	272,175.68
Other Liabilities	195,110.05	371,642.99
Excess of Assets over Liabilities	14,723,737.66	7,601,794.52
	<u>\$21,320,545.73</u>	<u>\$9,639,802.45</u>

DEPARTMENT OF EDUCATION

TABLE 28

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1941

ASSETS	
Cash on hand December 31st, 1941	\$ 963,261.98
Land and Buildings	22,004,852.88
Furniture and Equipment	2,940,142.83
Library and Reference Books	388,091.41
Balance due on Requisitions in Non-Collecting Districts	657,440.07
Arrears of Taxes in Collecting Districts	2,942,205.56
Other Assets	1,064,353.45
	<u>\$30,960,348.18</u>
LIABILITIES	
Teachers' Salaries	\$ 128,152.36
Official Salaries	4,311.88
Loans	972,411.07
Debentures not yet due	6,562,547.23
Overdue Debentures	400,640.63
Other Liabilities	566,753.04
Excess of Assets over Liabilities	22,325,532.17
	<u>\$30,960,348.18</u>
Total Insurance on Property	<u>\$19,549,278.64</u>

It should be noted that Assets and Liabilities of School Divisions, included above, are as at October 31st, 1941.

TABLE 28(a)

STATEMENT SHOWING ASSETS AND LIABILITIES OF THE 48 SCHOOL DIVISIONS
IN OPERATION AS AT OCTOBER 31st, 1941

ASSETS	
Cash on hand October 31st, 1941	\$ 368,843.48
Land and Buildings	6,325,540.52
Furniture and Equipment	1,429,789.43
Library and Text Books	259,436.22
Balance due on Requisitions	374,769.38
Other Assets	315,072.42
	<u>\$9,073,451.45</u>
LIABILITIES	
Teachers' Salaries	\$ 77,444.47
Official Salaries	1,050.00
Loans	747,786.67
Debentures not yet due	513,790.32
Overdue Debentures	260,495.99
Other Liabilities	355,236.10
Excess of Assets over Liabilities	7,117,647.90
	<u>\$9,073,451.45</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1931-32	1940-41	1941-42
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 61.61	\$ 62.98	\$ 64.46
Cost per pupil per year according to average attendance	75.35	76.05	75.54
Average cost per pupil for each day in attendance	.379	.383	.416
IN SCHOOL DIVISIONS:			
Cost per pupil per year according to enrolment	61.14	54.91	57.60
Cost per pupil per year according to average attendance	80.53	67.94	68.92
Average cost per pupil for each day in attendance	.426	.347	.381
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	67.84	71.78	71.78
Cost per pupil per year according to average attendance	80.61	84.30	82.71
Average cost per pupil for each day in attendance	.411	.427	.452
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	58.73	56.87	58.35
Cost per pupil per year according to average attendance	70.35	66.77	67.33
Average cost per pupil for each day in attendance	.355	.341	.369
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	85.77	86.52	85.58
Cost per pupil per year according to average attendance	98.48	99.74	97.79
Average cost per pupil for each day in attendance	.506	.505	.535
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	87.12	80.91	77.79
Cost per pupil per year according to average attendance	104.07	97.46	89.98
Average cost per pupil for each day in attendance	.528	.493	.492

DEPARTMENT OF EDUCATION

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00	56.95	70.22
1938-39	11,172,187.34	9,666,965.00	59.22	68.12
1939-40	11,973,979.83	9,969,042.00	60.82	71.28
1940-41	12,623,188.79	10,293,506.00	62.98	76.03
1941-42	11,616,548.88	10,404,404.00	64.46	75.54

The figures for Cost of Operation and Average Cost per pupil based on Enrolment and Average Attendance prior to 1913 are not available.

TABLE 31
TEACHERS' SALARIES 1941-42 in ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	90	\$3,900.00	\$ 840.00	\$2,254.39
Academic Female	77	3,054.00	750.00	1,938.08
High School Male	92	3,060.00	925.00	1,490.58
High School Female	88	2,576.00	840.00	1,312.48
First Class Male	969	3,750.00	700.00	1,610.17
First Class Female	1,864	3,054.00	600.00	1,106.43
Elementary and Intermediate, Male	272	2,400.00	800.00	879.08
Elementary and Intermediate, Female	1,169	1,800.00	600.00	869.09
Second Class Male	234	2,900.00	700.00	990.17
Second Class Female	1,068	2,300.00	700.00	943.81
Third Class Male	2	840.00	816.00	828.00
Third Class Female	1	1,065.00	1,065.00	1,065.00
Special Male	54	3,720.00	840.00	2,113.55
Special Female	60	3,054.00	900.00	1,809.13
Letter of Authority (Female)	1	840.00	840.00	840.00

This table does not include 295 students from the Normal Schools who taught for a period of three months each, in schools where no regular teacher was available.

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1941-42	Salaries, 1940-41	Salaries, 1941-42
Average Salary per year paid in Divisions	3,436	\$ 838.71	\$ 911.65
Average Salary per year paid in Rural Schools not included in Divisions	98	800.22	886.18
Average Salary per year paid in City and Town Schools	1,573	1,666.93	1,691.62
Average Salary per year paid in Village Schools	512	1,079.89	1,154.37
Average Salary per year paid in Separate Schools	221	1,112.98	1,160.88
Average Salary per year paid in Rural High Schools	10	1,194.44	1,305.50
Average Salary per year paid in Consolidated Schools	191	1,016.94	1,074.42
Average Salary per year paid in all Schools	6,041	1,082.94	1,102.32
Average Salary per year paid in Urban Schools	2,507	1,440.79	1,486.54

In addition to the above, 295 students from the Normal Schools were in charge of Schools where no regular teachers were available, for a period of three months for each student.

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-42 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	994	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	8,819.44	9,202.51	592,222.64	1,468	1,066	168	2,553,080.43	22,879.20	1,125,362.70
1909	22,883	22,883	10,104.32	8,819.44	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,045,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,512.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	21,525.93	1,672,525.93	3,298	2,236	217	12,110,978.06	86,569.38	5,353,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,860	124	13,442,987.54	111,839.97	6,189,898.57
1915	47,987	46,079	30,141.68	33,188.59	2,431,404.48	4,218	2,894	129	13,834,839.12	134,387.70	6,536,241.52
1916	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	135	14,165,097.25	150,690.62	9,069,982.43
1917	48,800	62,229	28,961.28	39,527.37	2,860,351.67	4,902	3,106	149	14,468,014.29	191,387.86	9,827,683.37
1918	53,238	69,329	31,334.04	43,441.56	3,560,377.58	5,014	3,215	142	15,892,920.05	224,971.07	9,990,849.44
1919	52,986	75,864	34,323.05	47,481.63	4,371,508.02	5,787	3,367	109	16,824,719.25	252,691.19	11,573,173.18
1920	56,961	67,967	39,122.17	50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921	66,211	76,691	41,892.60	58,621.94	5,411,486.95	5,787	3,388	27	18,442,012.68	331,581.11	13,294,175.25
1922	67,730	80,315	44,110.73	61,253.16	5,477,156.27	5,864	3,431	22	18,379,211.58	364,403.00	14,580,843.29
1923	68,175	79,918	44,138.26	61,713.88	5,640,218.58	5,135	3,463	40	18,651,314.66	363,982.03	17,135,184.00
1924	68,971	79,621	44,709.80	63,170.36	5,899,839.00	5,380	3,515	50	19,028,647.66	369,992.98	17,982,511.66
1925	73,942	80,438	46,009.79	65,298.09	6,243,085.22	5,815	3,571	59	19,689,044.57	379,106.19	18,618,336.17
1926	76,081	83,005	51,470.05	67,613.96	6,586,973.98	5,827	3,640	75	20,957,119.68	381,024.94	19,606,227.19
1927	77,665	87,185	53,803.64	69,676.29	6,847,412.54	5,705	3,720	81	22,599,361.43	377,499.52	20,850,105.71
1928	79,335	88,741	57,809.26	74,763.75	7,476,826.03	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1929	80,116	88,614	62,769.84	76,883.34	7,734,956.41	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1930	81,438	89,357	62,769.84	76,883.34	7,734,956.41	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1931	83,384	88,061	64,210.35	75,570.14	8,000,869.71	5,912	3,766	33	20,491,602.43	368,557.00	19,358,778.66
1932	84,793	87,247	66,299.76	75,570.14	8,000,869.71	5,912	3,766	33	20,491,602.43	368,557.00	19,358,778.66
1933	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1934	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1935	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1936	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1937	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1938	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1939	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1940	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1941	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06
1942	84,099	83,855	63,213.42	71,440.05	8,000,869.71	5,911	3,812	53	20,391,512.75	362,187.78	21,387,642.06

*For the June Term only.

It should be noted under "amount expended for teachers' salaries, 1941," that the figures in the Auditors' Reports in School Divisions cover a ten-month period only, as the fiscal year was altered to end on October 31st. An additional 2 months' salary for those teachers would increase the total to approximately \$6,500,000. The number of teachers employed also includes 295 trainees from the Normal Schools, who each taught for three to four months during the year.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1942

Name	No.	Date of Establishment	Township	Range	Meridian
Brocket	4895	January 2nd	28	7	4th
Meikle	4896	March 19th	93	23	5th
Balsam	4897	May 27th	45	6	5th
McNaughton	4898	June 13th	12	4-5	4th
Pibroch East	4899	June 23rd	61	26	4th
North Codesa	4900	June 30th	78-79	26-1	5th-6th
Bryan	4901	July 23rd	80	12	6th
West Haven	4902	October 27th	28	26-27	4th
MacArthur	4903	December 21st	11-12	7-8	4th

SCHOOL DISTRICTS DISSOLVED DURING 1942

Name	No.	Date of Dissolution	Township	Range	Meridian
Peerless	2370	January 20th	19	8	4th
Golden West	2490	January 20th	17	8	4th
Hoskin	2609	November 18th	18	8	4th
Glenada	2654	March 31st	29	3	4th
Drowning Ford	2947	January 20th	15-16	4-5	4th
Bingville	3182	January 20th	18	7	4th
Fertile Hills	3601	January 20th	19-20	7-8	4th
Nebalta	3670	March 31st	29	4	4th
Lotus	3725	January 20th	17	7	4th
East Springs	3861	January 20th	16	7	4th
Cherrydale	3968	Dec. 31st, 1941	53	24	4th
Bray Lake	4046	January 20th	17	6	4th
Ensleat	4257	January 20th	20	5	4th

TABLE 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1942

Number of Colleges Reporting 36

	Male	Female	Total
Number of Teachers in residence	54	71	125
Number of Teachers not in residence	31	42	73
Number of Pupils in residence	853	733	1,586
Number of Pupils not in residence	704	2,241	2,945
Number of Pupils also enrolled in publicly controlled schools	38	28	66
Number of Pupils doing work of Elementary Grades	545	612	1,157
Number of Pupils doing work of Intermediate Grades	371	627	998
Number of Pupils doing work of High School Grades	407	1,001	1,408
Number of Pupils doing special work only	234	734	968
Total Enrolment			4,531
Average Attendance			4,229.15
Average number of days schools operated			185
Length of Course in years			1 to 15 years
Schools under Control of:			
(a) Church			15
Corporation			7
Society			3
Private Individuals			11
(b) Religious Denominations			24
Non-Sectarian			12

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